ADULT EDUCATION AND LITERACY

ASSESSMENT POLICY

PROGRAM YEAR 2015-2016

COMMUNITY COLLEGES

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
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State Board of Education

Administration

Division of Community Colleges

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PREFACE

Assessment of adult education and literacy students is an essential part of providing an exemplary educational program that will help students reach success. The assessment requirements in this document provide a detailed explanation of the state and local program responsibilities for student assessment specific to the National Reporting System (NRS) and state requirements. These requirements apply to the approved assessments and test administration procedures that programs must use to report educational gains in compliance with NRS requirements.

Programs must adhere to the assessment requirements identified in order to provide fair and equitable access to services for learners, identify the need for program improvement, and make consistent judgments about learner placement and advancement.

All adult education and literacy programs funded by the state of Iowa must use the approved test series and forms. Local programs' assessment procedures must follow the publishers' guidelines and the established state requirement. Programs must administer an initial test to all learners within the first 12 hours of instruction and must follow up with a progress test during the period allowed under state requirement as described in this document. Uniform implementation of the assessment procedures outlines here is necessary for the successful comparison of program efforts and will be monitored by the state. Deviance from the requirements and procedures outlined here will be seen as a compliance issue and will be dealt with accordingly.

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Introduction

The Iowa Assessment Policy provides the guidance for implementing a comprehensive state and local assessment policy. These guidelines are consistent with the Office of Career, Technical and Adult Education (OCTAE) and the National Reporting System (NRS). The NRS is the accountability system for the federally funded adult education and literacy program mandated by WIA, Title II. Iowa's adult education and literacy instructional programs include adult basic education, English-as-a-Second-Language (ESL), and adult secondary education. The objective of the assessment policy guidelines is to identify key areas that support:

- Selection and use of appropriate assessment instruments
- Appropriate test administration, scoring, and reporting of test scores.
- Pre and post testing after the recommended hours of instructional intervention.
- Certification of level and program completion.
- Appropriate use of tests results to inform instruction and improve programs.
- Reporting valid and reliable assessment results and related information for accountability
- Staff training and test security requirements for staff that administer the standardized assessments and use the database management system

NEED FOR AN ASSESSMENT POLICY

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills for adult learners. To ensure accuracy and consistency, the Iowa Department of Education prescribes that Iowa's adult education and literacy programs use standardized assessments with proven validity, reliability, and are approved for use by the NRS.

- Validity refers to the extent to which the instrument measures what it is intended to measure. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the educational functioning levels (EFL).
- Reliability refers to the degree of consistency in performance of an assessment: that is, the extent to which an examinee would be expected to perform similarly across multiple administration of the instrument or under different conditions.

Standardized assessment data are used to place students at appropriate levels of instruction; to diagnose student strengths and weaknesses, to monitor progress, and to certify student mastery at specific levels of instruction or readiness to exit adult education. In addition, data drives program quality, professional development, and program targets. Results from assessment provide the basis for local program desktop monitoring and site visit monitoring. Uniform implementation of policy allows for program comparison across program years, as well as comparability across programs within the state. Consistent policy ensures standardization.

PURPOSES AND USES OF ASSESSMENT

Iowa adult education and literacy (AEL) programs are encouraged to use a variety of assessments to assist in informing instruction. Standardized assessments used to document student placement, progress, and level completion are described in detail in subsequent sections of this document. Informal assessments such as teacher-made tests, diagnostic assessments, unit tests, applied performance assessments, and student observations are also encouraged to monitor learning and to inform instruction on an ongoing basis.

Summary and Overview

APPRAISAL AND LOCATOR TESTS

An appraisal/locator test is used to help determine the appropriate pre test to administer. Web-based locators will be utilized when available in the approved test series. When administering web-based locators, follow the vendor recommended guidelines in advising students to spend no more than one minute per question, within the locator.

Locators may not be used as a pre test or to measure learner progress. Published test administration manuals (TAMs) include specific recommendations about which level of pre test to administer based on the appraisal test score. Current web-based assessment provides locators for reading, math, and listening. Web-based locators will be administered prior to the standardized assessment administration that levels the student in an Educational Functioning Level (EFL). Learner placement occurs prior to instructional intervention. Educational gain may not be determined by administration of a locator.

Iowa Adult Education and Literacy Appraisal/Locator Tests

CASAS Assessment Series	*Life and Work (including CBT format)*	*Life Skills (including CBT format)*
What basic skills does each series assess?		
Reading	✓	✓
Math		✓
Listening	✓	
What programs use what series?		
ESL	✓	✓
ABE	✓	✓
ASE	✓	✓
What appraisal tests are used with each series?		
ESL Reading and Listening	*Form 80, CAT 102R*	*CAT 102R*
ABE Reading and Math	*Form 80, CAT 102R/M*	*Form 30, CAT 102R/M*
ASE Reading and Math	*Form 80, CAT 102R/M*	*Form 30, CAT 102R/M*

IOWA CORRECTIONS TESTING

Iowa Adult Education and Literacy programs, in agreement with the Department of Corrections will use TOPSpro® Enterprise to track corrections students. Local programs will need to work with staff to ensure that hours of instruction for corrections students are being entered in TE® in a timely manner as required by NRS.
Test publisher guidelines for administration of
locators/appraisals will be followed.

TABE Locators by Instructional Programs

TABE Assessment Series	**ABE/ASE**
TABE Locator	
Reading	✓
Total Math	✓
Language	✓
TABE Word List	✓

INITIAL TEST / PRE TEST

The initial test/pre test is the basis for placing students in an entering instructional program and subsequent EFL. It is the baseline on which programs measure student learning gains.

In program year 2016, minimum pre test assessment standards are set at the following:

Instructional Program	Required Minimum Tests	Modalities Available
ESL	2	Reading and Listening
ABE/ASE	2	Reading and Math

Processes will be established to ensure that pre testing occurs to determine if the student is eligible for AEFLA funded programs. [Students scoring above Adult Secondary Education (ASE) High without a high school equivalency diploma can be served. However, if they have a diploma, they must score at least one pre test with ASE Low or below to be served with AEFLA funds. In reference to the proposed Adult Education and Literacy rules, a participant with a high school diploma that does not score in one modality with an ASE Low would not be eligible for AEFLA funded services and will be referred to an appropriate agency or provider.] Programs are responsible for ensuring that appropriate processes that ensure pre testing occurs include established orientation times, a centralized point of intake, and a local program policy that requires pre testing of all students before class enrollment.

PROGRESS/ POST TESTING

Any test given after the initial test is called a progress test or post test. A student may have multiple post tests. Educational gain is determined by comparing the student's initial EFL with the subsequent EFL when reassessed with the standardized assessment. It is important to note that **if a student is not progress/post tested, level completion cannot be determined.**

Iowa Adult Education and Literacy Progress Testing by Instructional Program

CASAS Assessment Series	ESL	ABE	ASE
Life Skills			
Math		✓	✓
Reading	✓	✓	✓
Life and Work			
Reading	✓	✓	✓
Listening	✓		
Reading for Citizenship			
Reading	✓		
Secondary Learning Assessment			
Reading			✓
Math			✓
TABE Assessment Series	ESL	ABE	ASE
TABE 9/10			
Reading		✓	✓
Math		✓	✓

STUDENT GOALS, INSTRUCTIONAL PROGRAM, ASSESSMENT AND INSTRUCTIONAL FOCUS

Adult education and literacy programs will select standardized assessments based on a student's goals and the instructional focus of the program:

- English-as-a-Second-Language (ESL)
- High School completion
- Transitions to Postsecondary education or training
- Basic skills
- Life skills
- Employability

Upon program entry, the student will complete enrollment forms, including goal-setting. Based upon the student's goals, the program will select the appropriate NRS instructional program ESL, ABE, or ASE.

1. Programs will administer the minimum number of assessments based on the appropriate instructional program.
2. Instructional intervention will occur in the area of the lowest scaled score modality.
3. If the student goal conflicts with the lowest scaled score modality, **instructional intervention will occur in the area supporting the student goal.** For example, if a student sets a goal of "Improve Basic Skills" and has a documented personal goal of increasing reading fluency, the program would assess in reading and math. To best meet the student's goal, the program would provide targeted reading instruction. After sufficient hours of instruction the student would be post tested in reading.

POST TEST MATCH TARGET FOR PROGRAM YEAR 2016

Iowa's adult literacy programs are required to have percentage target post test benchmarks for all enrollees. *Iowa has established that programs will post test a minimum of 60% of all enrollees in program year 2016.*

Section 100: General Guidelines

A. All Iowa AEL programs must employ proper testing, scoring and reporting protocols for the standardized instrument (s) being used.

B. All staff administering a standardized assessment must be trained and/or certified (frequency is dependent upon the administration requirements of the vendor) in the proper test administration procedures provided by the assessment vendor. (See Section 900).

C. Programs must keep a record of all persons trained for each assessment and who conducted the training. Training must include NRS policy, accountability policies, data collection process, definitions of measures and conducting, and interpreting assessments. (The Implementation Training Verification Form is used to document staff training on standardized assessments.)

D. All programs must complete the Local Program Data Quality Checklist, annually to verify that they are following correct processes and procedures regarding NRS data quality standards. Local program data is monitored throughout the year.

E. Programs must administer all assessments to learners, including Distance Learning learners, in person at a proctored program site. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.

F. Any form of assessment not included in the approved list of this document may **ONLY** be used to inform instruction or achieve goals not specific to level gains. Unapproved assessments cannot be used for the purpose of documenting an educational gain in Iowa. For example, the recently sunset assessment, *WorkKeys: Applied Mathematics* and *Reading for Information*, as part of the NCRC credentialing can no longer be used for placement or progress testing but may be used to help inform instructional needs.

G. Guidelines for Administering Pre tests:

Programs will administer a locator for guidance on the appropriate pre test to administer (when available on web-based assessments). The locator may not be used for placement or post testing. If a locator is not available, programs must use alternative research based methods to determine the appropriate placement test.
1. Students must be pre tested with two ABE/ASE or two ESL approved standardized assessment, prior to receiving 12 hours of adult education and literacy services.
2. As a result of the pre test, students must be placed for instruction according to their lowest educational functioning level (EFL) as determined by scaled scores on the standardized assessment. If a student has a specific academic goal that differs from the lowest pre test score, class assignment will occur based on the student goal. Programs are encouraged to record progress in all areas in which instruction is provided.
3. Programs should determine whether to administer a new assessment to students who have "stopped out" and have not attended consistently within the last 90 days. For corrections only, this is 120 days. An appraisal might also be used to ensure level assignment. If a new assessment is administered, TE® will recognize this as a post-test without sufficient hours of instruction. Complete an exception form and continue to progress test as needed. This decision should be based on when the student's last assessment was given and the student's progress as documented in the student file.
4. For continuing students, students who tested on or after May 12 of the program year, test scores from the previous year may be rolled forward and used as pre test scores for the new program year. For reporting purposes, the pre test date for the new program year will agree with the student's entry date of the new program year.

H. Guidelines for Administering Progress/Post tests

1. Programs will administer post tests to a minimum of 60% of students in all instructional programs ABE, ASE, and ESL with an approved standardized assessment. The program goal is to measure educational gain through a progress test for all enrolled students.
2. The same standardized assessment (e.g., CASAS and TABE) used for placement must also be used for the progress/post test to ensure a match.
3. Programs will follow the test vendors guidelines to determine the alternate test form used for progress/post

Hours of Instruction between Pre Test and Initial Progress/Post Test

Assessment Series	Vendor Recommendations
CASAS	70-100 hours recommended 40 hours minimum CASAS discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is required.
TABE*	50-60 hours recommended for ABE levels 1-4 40 hours minimum 30-59 hours recommended for ASE levels 5-6 30 hours minimum CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is required.

* Iowa Corrections Only

4. To assure valid test results, sufficient instructional time must occur between tests. The vendors minimum hours required between pre and progress/post testing must be strictly followed. Any subsequent progress/post test administered needs to be done after sufficient instruction but is not restricted to the initial minimum requirement.
5. Programs must document each of the exceptions it makes to the recommended time frames for administering post tests. Completed *Assessment Irregularity Documentation Forms* in Appendix G must be retained in students' assessment files, and must be made available for monitoring purposes. Exceptions should be limited and rare. Excessive exceptions will be considered non-compliance.
6. Failure of capturing a progress/post test match when a student has sufficient hours of instruction reduces the ability of a program to demonstrate learning gains.
7. Instructional hours are not carried over from program year to program year.
8. Standard post-test guidelines suggest participants in adult education and literacy programs be progress/post tested for summative purposes no more than three times in a program year to demonstrate an Educational Functioning Level (EFL) gain. If subsequent testing is needed to qualify for class advancement, official high school equivalency practice testing or for formative and instructional purposes, the program director or testing administrator may choose to test at the end of a semester, term, quarter, or other substantial block of instruction and can determine additional testing would be beneficial and not detrimental for student's progress. Additional post-testing beyond three times must be the least intrusive method to the student to determine progress.
9. Programs should administer post-tests, using specified alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends assessing after approximately 70-100 hours of instruction.

I. Guidelines for Tracking Test and Attendance Data (See Section 400).
    1. All testing data must be entered into TOPSpro® Enterprise.
    2. Attendance hours must be entered into TOPSpro® Enterprise monthly. This should be done by following **10th of the month**. Hours of instruction includes those delivered through approved distance education. (See Section 1000)
    3. Programs must consistently use the same update method for inputting attendance throughout the year.

J. Guidelines for Updating Student Records (See Section 400)
    1. Programs must review students progress and exit all students without 90 days of instruction and no schedule services, monthly. For corrections only, this is students without 120 days of instruction and no scheduled services.

K. Guidelines for Student Record Storage (See Section 400)
    1. For monitoring purposes, programs must retain individual student test records in paper form or electronic for no less than three years following their exit from the program.
    2. Security and confidentiality of student records is critical and therefore the access of stored records must be limited to those staff/faculty required as documents might contain personal identifiable information.

Section 200: Adult Basic Education/Adult Secondary Education (ABE/ASE)

The list provided below are the Federal and State approved assessments for Adult Basic Education and Adult Secondary Education for PY 2016.

A. A minimum of **TWO** approved standardized assessments must be used for educational functioning level placement of all ABE/ASE students. A minimum of **ONE** progress/post test must be administered.

B. New assessments will only be added at the beginning of the fiscal year. All programs will be notified if new assessments become available and approved for Iowa use.

C. Any unapproved assessment used by a program will prevent an eligible students from being included in the federal tables.

Iowa Adult Education and Literacy Program's Approved ABE/ASE Standardized Assessments

CASAS Assessment Series		**Forms**	**ABE**	**ASE**
Reading	Life Skills	27, 28	✓	✓
	Life and Work	081-188	✓	✓
	Secondary Learning Assessment (SLA)	513, 514		✓
Math	Life Skills	31-38	✓	✓
	SLA	505, 506		✓

TABE Assessment Series	**Forms**	**ABE**	**ASE**
Reading	9/10	✓	✓
Math	9/10	✓	✓

D. Adult literacy providers may find guidance for pretest and post-test selection in the Appendix: Suggested Next Test Charts. If using eTests the pre- and post-test selection happens automatically. Learner post-tests are administered at the same level or a higher level, depending on the learners' pretest score. CASAS and TOPSpro™ recommend an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skills area as the pretest, that is, programs cannot use a reading pretest and a math post-test to determine learner gains.

E. Participants in adult education and literacy programs should only be progress/post tested for summative purposes a total of three times in a program year to demonstrate an Educational Functioning Level (EFL) gain. If subsequent testing is needed to qualify for class advancement, official high school equivalency practice testing or for formative and instructional purposes tests may be paper based administered but are not eligible for inclusion in TE®.

NRS ABE/ASE Educational Functioning Levels and Series Scale Score Ranges

	NRS Levels	**CASAS**	**Reading and Math**
1	Beginning ABE Literacy	A	200 and below
2	Beginning Basic	B	201-210
3	Low Intermediate Basic Education	B	211-220
4	High Intermediate Basic Education	C	221-235
5	Low ASE	D	236-245
6	High ASE	E	246 and above

GUIDELINES FOR USING SCORES

Vendor test administration manuals (TAMs) provide charts and guidelines for converting raw scores to scale scores. Iowa's adult education and literacy programs will use these charts as reference points. Scaled score ranges have been subdivided into ranges that correspond to the NRS levels.

NRS guidelines prescribe that learners whose initial assessment place them in different instructional levels (i.e. ASE Low and ABE Intermediate High) be placed in the area with the lower score. Placement at the lower instructional level should be the basis of determining which progress/post test to administer. If the student's goal conflicts with the lowest scaled score modality, **instructional intervention will occur in the area supporting the student goal.** (See Summary and Overview: Progress/Post Testing).

GUIDELINES FOR TABE

CTB/McGraw-Hill recommends the following combinations for pre- and post testing:

Assessment Series	
Pre-Test	**Post Test**
TABE 9	TABE 10
TABE 10	TABE 9

In these recommended pre- and post test combinations, the program would be testing with different forms of TABE that are on the same scale in order to measure gains. The student is not taking the same set of test questions in these scenarios. If a student were to be pretested and post tested with the same form, CTB's best practices recommendation would be to wait six months before re-testing in order to eliminate a score that might be invalid due to the practice effect, or the effect of seeing the same questions in a short time frame.

TABE scales are calibrated across levels so scores from various levels of TABE may be compared to show progress. After sufficient instruction has taken place, it should be determined if a student has advanced to a new level before he or she is re-tested. Advancement may be indicated by a very high score on the original pre-test, progress on informal assessments, or a higher score upon re-administration of the locator. If the teacher judges that the student has advanced from Level E to Level M, a Level M post-test should be administered. Because all levels of TABE are calibrated on the same scale, results may be compared across levels.

TABE 9/10 has a survey version and a complete battery version. Iowa's adult education and literacy staff do not recommend the TABE Survey as a pre-test, as it provides insufficient prescriptive information.

ADDITIONAL GUIDELINES FOR ABE/ASE

Refer to the following Appendices for additional information:

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE/ASE

Appendix C: Assessment Instruments Utilization Chart

Appendix D: Recommended Time Frames for Placement and Progress Testing

Appendix E: Appraisal—Suggested Tests

Appendix F: Suggested Next Test

Section 300: English-as-a-Second-Language (ESL)

The list provided below are the Federal and State approved assessments for English as a Second Language for PY 2016.

A. A minimum of **TWO** approved standardized assessments must be used for educational functioning level placement of all ESL participants. A minimum of **ONE** progress/post test must be administered.
B. New assessments will only be added at the beginning of the fiscal year. All programs will be notified if new assessments become available and approved for Iowa use.
C. Any unapproved assessment used by a program will prevent an eligible students from being included in the federal tables.

Iowa Adult Education and Literacy Program's Approved ESL Standardized Assessments

CASAS Assessment Series		Forms	ESL
Reading	Life Skills	27, 28	✓
	Life and Work	081-188	✓
	Secondary Learning Assessment (SLA)	513, 514	✓
	Reading for Citizenship	951-952	✓
Listening	Life and Work	981L-986L	✓

D. The Iowa Adult Education and Literacy staff discourages random and frequent testing as it will not present valid gain scores and could create a practice effect. Instructional intervention between testing periods is necessary in order to maximize academic gain. All instructors must follow the test publisher's recommended timeframe for pre and post testing as stated in this document.

E. Iowa's Adult Education and Literacy Program requires that a minimum of 60% of the students be post-tested. For students who have "stopped out" of the program and return within 90 days, no new pre-test is required. For those who have not been active for over 90 days, a new pre-test should be administered.

F. At each level multiple forms are listed; these are alternate forms for pre- and post-testing. In some instances an "X" follows a test form number (e.g., 32X). These tests are extended range tests and may be used as an additional post-test within that specified level (for example, 32 and 32X are alternative forms for 31, all at level A). This table also lists the appropriate appraisal test(s) to accompany different CASAS test series.

NRS ESL Educational Functioning Levels and Series Scale Score Ranges

	NRS Levels	CASAS Levels	Reading Scale Score Range	Listening Scale Score Range
1	Beginning ESL Literacy	A	180 and below	162-180
2	Low Beginning ESL	A	181-190	181-189
3	High Beginning ESL	A	191-200	190-199
4	Low Intermediate ESL	B	201-210	200-209
5	High Intermediate ESL	B	211-220	210-218
6	Advanced ESL	C	221-235	219-227

Recommended Time per Test for 980LW Series

980 Series Life and Work Listening			
CASAS Level	Form Number	Number of Test Items	Time Per Test
A	Form 981	38	49 minutes
A	Form 982	38	49 minutes
B	Form 983	38	52 minutes
B	Form 984	38	52 minutes
C	Form 985	38	51 minutes
C	Form 986	38	51 minutes

GUIDELINES FOR ASSIGNING ESL STUDENTS IN INSTRUCTIONAL PROGRAMS

Follow the procedures outlined in Appendix C: Assessment Chart for Placement, Progress and Post Testing. Students scoring 236+ in Reading and 227+ in Listening on the lowest pre test score are **ineligible** for the EL Civics designation in TOPSpro® Enterprise Special Program Entries and must not have EL Civics designated at the individual student record level. High-level ESL students will be placed in an ABE/ASE instructional program if the pre test score is 236 for Reading or above.

ESL students in instructional programs "ESL" or "Citizenship" are eligible to be enrolled in "EL Civics' in Special Programs, in TOPSpro® Enterprise if the lowest pre test score is between 180 and 235. **EL Civics designations will be assigned at the individual student record level (not at the class definition or instance level).** In TE®, to ensure that the designation is not removed and programs receive credit for serving EL/Civic students, do **NOT** code "EL Civics" when exiting from the instructional program during the program year.

GUIDELINES FOR USING SCORES

Vendor test administration manuals (TAMs) provide charts and guidelines for converting raw scores to scale scores. Iowa's adult education and literacy programs will use these charts as reference points. Scaled score ranges have been subdivided into ranges that correspond to the NRS levels.

NRS guidelines prescribe that learners whose initial assessment place them in different instructional levels (i.e. ESL Beginning Literacy and ESL Advanced) be placed in the area with the lower score. Placement at the lower instructional level should be the basis of determining which progress/post test to administer. If the student's goal conflicts with the lowest scaled score modality, **instructional intervention will occur in the area supporting the student goal.** (See Summary and Overview: Progress/Post Testing).

ADDITIONAL GUIDELINES FOR ESL

Refer to the following Appendices for additional information:

Appendix B: Assessment Chart for Placement, Progress and Post Testing ESL

Appendix C: Assessment Instruments Utilization Chart

Appendix D: Recommended Time Frames for Placement and Progress Testing

Appendix E: Appraisal—Suggested Tests

Appendix F: Suggested Next Test

Section 400: Data Monitoring and Reporting

GUIDELINES FOR DATA QUALITY EXPECTATIONS

Iowa local programs will follow processes to ensure federal reporting requirements are met. The Iowa AEL office will monitor local program databases quarterly to review local program data for compliance issues. The following expectations are included in the review:

- Student attendance data;
  - o Student attendance data must be entered monthly, this should be done by the 10th of the following month. Attendance should be entered by using the Student Update entry consistently throughout the year.
- Student Update Status;
  - o Programs will need to exit students and provide an update for all participants who have left the program or have not attended class for 90 days with no scheduled services on a **continual basis.**   For corrections only, this is 120 days with no scheduled services.
- Data Integrity Report;
  - o Programs are required to generate and review the data integrity report monthly and the timestamp for the last running of the report will be reviewed.
- Testing data;
  - o All enrolled students with more than twelve (12) hours of attendance will have a pre test score entered in TOPSpro® Enterprise. Pre test information should be entered in TE® within two weeks of its administration, this allows up-to-date check of the program's enrollment at each Educational Functioning Level. Any student that scores below the accurate scaled score range must have the scores scanned or entered into TE® utilizing the item level answer data entry form.
  - o HiSET testing data must be entered in for each participant on a monthly basis—the data includes the date for each subtest attempted and whether the participant passed or failed that subtest.

GUIDELINES FOR SECURITY AND CONFIDENTIALITY OF STUDENT RECORDS

Iowa, as a data matching state must comply with the Code of Federal Regulations (CFR) Title 34, Part 99 – Family Educational Rights and Privacy. The regulations in 34 CFR §99.31, which were published on December 2, 2011, articulate the specific conditions under which information may be disclosed or shared. As programs collect personal identifiable information (PII), a process must be in place to ensure that the confidentiality and security of the students being served is protected. The following two processes have been approved as policy effective March 2013.

(1) Prior Written Consent -
Educational agencies and postsecondary institutions have greater flexibility in disclosing protected information contained within an eligible student's educational record if the student, or his or her parent, has provided **prior written consent** for the disclosure of information. Obtaining prior written consent satisfies all other conditions associated with conducting record matching. Prior consent is established when an eligible student or parent signs and dates a statement that specifies the records that may be disclosed; states the purpose of the disclosure; and identifies the party to whom disclosure may be made.

(2)Written Agreements—Personal Confidentiality Statement
To limit creating a procedure that may serve to only increase costs and provide less privacy protection, a reasonable method deemed appropriate and within the guidelines offered by the Department of Education would be a signed **written agreement**. This agreement would serve to provide assurances from all staff responsible for handling the collecting and reporting of personally identifiable information (PII). The written agreement must:
  1. Designate the individual as an authorized representative;
  2. Specify the information to be disclosed and the purpose for using it;
  3. State that the information when no longer needed will be destroyed; and
  4. Establish policies and procedures to protect personally identifiable information (PII) from further disclosure and unauthorized use.

ADDITIONAL GUIDELINES FOR ASSESSMENT PROCESSES AND DATA QUALITY

A. Scale scores must be used to report educational gain. Scale scores are more reliable than grade level equivalents for comparing student achievement over time on the same test.

B. Level completion is determined when the student's standardized test scale score meets the highest scale score within each educational functioning level of initial placement. Level completion and advancement is determined when a student's standardized test scale score meets and exceeds the highest score within the educational functioning level of initial placement. See Appendices A, B, and C for NRS descriptions of scaled score level completions for each vendor.

C* If the student has a secondary credential and the pre test score in both modalities are ASE High level the student should not be enrolled in the adult education and literacy program. If however, the student scores in at least one pre test with an ASE Low level then the student can be served otherwise based on the secondary credential and the scale score, there would not be an opportunity to post test for a gain and the student should be referred to another program.*

D. Programs will follow test administration protocol regarding scoring. Scores are most reliable when they fall near the middle of the distribution of scores in the corresponding EFL. Scores near the high end of the test indicate the student may know more than the test level allowed them to demonstrate. Students with scaled scores at the lower end may give little information about the student's skills. If the student is retested, testing must occur before instructional intervention

GUIDELINES FOR USE OF SOCIAL SECURITY NUMBERS AND DATA MATCH REQUIREMENTS

The state of Iowa uses data matching as the methodology to follow up on NRS core measures. The Social Security Number (SSN) of the student will be used to match data with Iowa Workforce Development (IWD) unemployment insurance (UI) records and other records used by IWD.

POLICY STATEMENT
> *All AEL programs are to ask all students for their social security number during the admission process. Student social security numbers will be entered into TOPSpro® Enterprise and will be used for the state data match follow-up report of student employment, entry into postsecondary education and training, and HSED completion.*

The SSN of the individual student is used by the State Adult Education and Literacy (AEL) program only to search records to match and is not released to any other third party individual or agency. Therefore, accurate SSNs are critical to the success of the data matching process. Local programs are responsible for checking enrollment information for missing or invalid SSNs and are prohibited from "making up" a SSN for a student. If a student fails to provide his/her SSN, local programs should follow up with the student to obtain the SSN.

While SSNs are not a requirement of participation in WIA Title II programs, adult education programs must attempt to gather Social Security information from students. A student may refuse to provide his/her SSN to a local program; however, local program personnel will explain how this information is used and its importance in demonstrating program performance, as this makes the student's achievement non-reportable. This can be done by indicating to students:

1. The purpose (s) for requesting a social security number;
2. The fact that this data is kept confidential;
3. Student names and other personal identifiers are not disclosed in the federal reporting process; and
4. The need to have accurate data for outcome reporting to continued federal support for the program.

Section 500: Student Files

Student files are used to help students and teachers gauge learning and target instruction. Iowa AEL programs will keep up-to-date student files. The local program student file system may be electronically stored containing scanned original documents. Local programs choosing an electronic filing system are required to ensure records are also stored and backed up within an institutional backup system in order to prevent record loss.

Programs are responsible for having the following student-related records on file. Optional records are indicated.

- Adult Education and Literacy Student or English Language Learner Enrollment Forms.
- Release Form for 16- and 17-Year-Old Students.
- Adult Student Conduct Form for Adult Education Classes (optional).
- Individual student's assessment scores.
- Individual student's Learning Style Inventory (optional).
- Student Attendance—Student sign-in sheets accessible and available to state upon request
- Student Competency and Progress Reports with any supporting Student Sign-in Sheets.
- Entering Postsecondary/Training or Employment Survey Verification Forms (if applicable).
- Any additional student data requested by the state.

Non-secured	Secured
Student Name	Personal Identifiable Information demographics
Teacher Name	Standardized Test Scores
Program Name	Release of Information forms
Instructional implications from screenings	Screenings and Inventories (LD screenings an learning style inventories)
Long term goals and timelines	
Short term goals and timelines	
Student work to document progress toward and mastery of standards and benchmarks.	

Programs should maintain all required records for three years (current fiscal year and two prior fiscal years).
The student file will be reviewed during monitoring based on a random sampling of current program year students. Missing records could result in a program recommendation or finding. To ensure that student files are current, programs should update them on an ongoing basis (at least every 90 calendar days).

Section 600: Special Programs

Student populations with special designations need to be coded and entered in TOPSpro® Enterprise. Special designation coding creates the ability to disaggregate subsets of students served in AEFLA programs. Students enrolled with a special designation must be assessed using an approved standardized assessment. Special program designation definitions are listed below. Additional coding information may be found in Section I, General Instructions of the [Iowa Data Dictionary](#).

Jail students are within a city or county facility designated to confine or rehabilitate criminal offenders.

Community Corrections students are within a community based rehabilitation facility or halfway house.

State Corrections (TABE Programs Only) students are within a state correctional institution prison, jail, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders. For the purposes of coding Special Programs, State corrections refers **ONLY** to the five Iowa State Correctional Institutions with which community college adult literacy programs have contractual agreements to provide adult education and literacy services with the Iowa Department of Corrections.

Homeless Programs provide instruction designed for homeless adults. A homeless individual is a person lacking a fixed, regular and adequate nighttime residence.

Family Literacy programs provide parent education, adult education and literacy coursework, and child education.

Workplace Education students receive instructional intervention designed to teach specific workplace skills.

Tutoring students are those selected for individualized tutoring services.

Distance Learning students receive at least 51 percent of their instruction delivered via an online platform. Programs offering distance learning must have use a state approved program. For further information, refer to [Section 1000: Distance Education](#) .

Special Needs are students with physical or mental impairments who, because of the limitations, cannot succeed without accommodations, special education assistance or a modified program. Students needing accommodations must inform local program staff and provide adequate documentation of need (e.g., medical, psychological, vocational rehabilitation reports documenting specific condition or need).

Alternative Education (K-12) are students concurrently enrolled in K-12 and basic skills instruction. This designation would indicate an ineligible AEFLA participant.

Non-traditional Training are students in blended learning environments including basic skills, postsecondary education, and training.

EL Civics students must score 235 or below for Reading or 227 or below for Listening on the lowest assessment administered in the program year and have an instructional program code of "ESL" or "Citizenship".

CBET designation will be used to indicate a Students Achievement in Reading (STAR) student. All STAR students should be ABE Intermediate Educational Functioning Level and instruction must be provided by a certified instructor.

Carl Perkins students qualify for any of the economically disadvantaged criteria included in the Carl Perkins Career and Technical Education Improvement Act of 2006.

PACE designation will be used to indicate students in either the Pathways fro Academic Career & Employment or GAP tuition assistance program.

Section 700: Special Populations

Iowa's local adult education and literacy programs are responsible for providing fully accessible services. Accommodations may modify the conditions of administering a test or change the physical presentation of the assessment instrument in order to compensate for the disability. These accommodations are made to allow the test taker with a disability to demonstrate his or her skills and abilities more accurately than if no modifications were made. In all cases, accommodations must meet the needs of the examinee without changing what the test is intended to measure.

A. Adult learners with disabilities* are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The request for accommodation should be documented in the student file. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the assessment. This information can come from:

   (1) the doctor's report;
   (2) the diagnostic assessment from a certified professional; and
   (3) other clinical records.

The local adult literacy program can often contact the local division of vocational rehabilitation to request documentation of a disability.

B. Local programs should have in place a Special Learning Needs policy. The local program is responsible for coordinating special needs, staff training as needed, reporting, and accountability for all students served with special needs. An assigned staff/faculty member should be responsible for sharing current information about learning disabilities, ensuring that students are informed about availability of accommodations as part of their enrollment process or orientation, and attending state sponsored training.

C. The accommodations provided in assessment should be similar to the accommodations used during instruction. All documentation of the student's needs for specific testing accommodations must be maintained in the student's confidential records at the Disability and Support Services (DSS) office or similar location at community based organizations and must not be revealed without proper authorization as outlined in the Family Educational Rights and Privacy Act (FERPA). ABE program staff should work with DSS to ensure that student records are handled appropriately.

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument to allow students with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of students without changing what a test is intended to measure.

CASAS provides some tests in a format appropriate for students with disabilities, such as computer-based test (CBT), a Braille test, and large-print tests.

- All CASAS test booklets are available in large-print format.

- A version of the Life and Work reading test is available in Braille.

- CBT are available in reading, math, and listening.

Please contact CASAS for information on other test formats. Never change a test format locally. Alternate test formats must meet standardized test development procedures.

D. Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without vendor approval. Test administrators often use these same strategies as test taking strategies for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips or glass, colored over-lays, ear plugs, and other devices as deemed appropriate. Sample accommodations in test administration procedures or environment are shown below. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter for test administration directions only. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation must be consistent with documentation in the annual plan, such as an IEP. These strategies do not alter the validity of the test results. The local test administrator does not need to contact the vendor when providing these accommodations.

Disability	Test Administration Procedure
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, or written language disorder.	Extended time Alternate schedule Frequent breaks Scribe/writer/alternate room
Deaf or hearing impaired	Sign language interpreter for test directions only
Blind or Visually Impaired	Magnifier
Mobility impairment	Extended time Alternate site/equipment Scribe/writer/

E. Students assessed with accommodations will be placed in the appropriate instructional program based on the results of their assessment and their learner goals. and will be placed in an EFL using an approved standard-ized assessment instrument. All adult learners with a disability must have their test, attendance, and other NRS required data entered into TOPSpro® Enterprise for federal reporting.

F. Accommodated assessments shall be in compliance with test publisher's guidelines and the Americans with Disabilities Act (Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §§ 12101-12213 (2000). Additional information from the respective vendors is available here:
Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities;
CTB/McGraw-Hill's Guidelines for Inclusive Test Administration; and
HiSET Test Accommodations

*NOTE: Do not code the fields "*Adults with Disabilities*" (Entry field 11, Update Field 6, Test Field 7 and in TE ® "Program Enrollments"). Coding this field drops students from the federal tables and results in non-compliance with AEFLA reporting requirements.

Section 800: Purchasing Assessments

Local programs are authorized to order assessments for use in Iowa directly from the test publisher.

Test Vendor Contact Information

Vendor	Contact Information
CASAS	www.casas.org
McGraw Hill	http://www.ctb.com/ctb.com/control/childNodesViewAction?categoryId=988&adjBrd=Y

TESTING MATERIALS

Iowa local programs will manage their resources to facilitate the efficient use of Web Test Units (WTUs) through managed intake and a dedicated orientation processes to determine persistence and retention. Local programs are authorized to purchase electronic web-based assessments directly through the vendor. Funds from AEFLA state leadership dollars were distributed for use in PY 2016 based upon a five-year rolling average of total enrollment from 2010-2014. Local programs will purchase additional WTUs with state or federal funds upon depletion of the existing units available. For PY 2016, test units will cost $1.05. The state of Iowa will continue to pay the additional cost for each assessment administered as the usage fee for the technical support associated with TOPSpro® Enterprise.

Local programs are responsible for tracking their allocations and ensuring that there are sufficient WTU for their testing administration needs. Unused WTUs will carry forward. In addition to WTUs, local programs may use their Information Management federal allocation to purchase assessment booklets, paper entry forms and test answer sheets for scanning into TOPSpro® Enterprise.

Section 900: Training, Dissemination, and Test Security

The OCTAE approved Iowa Assessment Policy will be disseminated in written form to all sub-recipient's testing and instructional staff. A copy will also be placed on Iowa's Department of Education Adult Education and Literacy website, Assessment Guidelines. New and experienced program coordinators will have the opportunity to be trained annually at the New Coordinator Training—time and date are posted on the Professional Development Calendar. Each coordinator will use the current posted Assessment Policy to provide local staff training. Adherence to correct post-testing protocols is essential to ensure that the test results realistically reflect student achievement. The purpose of the training will be to ensure that all program administrators and instructional staff are knowledgeable and coherent with the current approved Assessment Policy. This will in turn increase the reliability and validity, as well as, the integrity of data reported. As part of the assurances for the grant, programs are committed to make certain that post testing of students is not occurring prior to the publisher's recommended number of instructional hours. Accurate data will serve as a catalyst for continuous program improvement.

IOWA TRAINING GUIDELINES

The adult education and literacy state staff, designated state trainers, and local coordinators will collaborate regarding the scheduling and implementation of training in assessment:
> (1) to ensure accurate use of tests,;
> (2) to ensure appropriate interpretation of learner results; and
> (3) to maintain the integrity and quality of the assessment process.

Plans for disseminating, training, and monitoring the policy include but are not limited to the following:
- Current program coordinators will be trained on the Assessment Policy procedures by the state adult education and literacy staff at the New Coordinator Training. The handouts will be provided electronically to each coordinator for use during local in-service staff meetings and individual training sessions;
- Assessment Policy training will be provided no later than August to all current program coordinators;
- Subsequent training for all local program instructional staff will be provided within 30 days of the program coordinators receiving training, this can be done through face to face or through a zoom meeting;
- All instructional staff will receive directions to upload a current copy of the OCTAE approved assessment policy;
- The Assessment Policy will be posted to the website 30 days prior to the beginning of the Program Year and will be marked as a draft until the official OCTAE letter is received;
- An attendance list of participants for Assessment Policy training offered by the state—online or face to face, will be maintained by the state adult education and literacy staff;
- All instructional staff must be trained within 30 days of hire date;
- As requested by the program coordinator or as the need is identified by state staff, the Assessment Policy training can be provided regionally throughout the year;
- Monitoring of the programs will include validation of compliance with the current Assessment Policy;
- Ongoing technical assistance will be provided via desktop, phone, and on-site by the state adult education and literacy staff to ensure Assessment Policy compliance and program improvement.

Local program coordinators will monitor for assessment policy compliance by:
1. Hosting Implementation Training which needs to include the training on the current Iowa Assessment Policy at least annually or as needed by a certified trainer;
2. Provide access to each instructor with a written copy of the current Assessment Policy;
3. Maintain copies of instructional staff's attendance for Implementation Training; and
4. Provide documentation of agenda, training materials and attendance for Implementation Training as requested for inclusion in the status update of the Local Plan Extension grant.

State adult education and literacy staff, along with local program coordinators, will monitor for assessment policy compliance by:

1. Performing ongoing desktop monitoring for validation of the Assessment Policy.
2. Maintaining an updated attendance sheet for all local program staff that attends a state Assessment Policy training.
3. Monitoring programs for compliance of the Assessment Policy during technical assistance site visits.

THE NATIONAL REPORTING SYSTEM (NRS)

The National Reporting System (NRS) for adult education is an outcome-based reporting system. Developed by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL) the NRS continues a process through which state adult education and literacy programs manage a reporting system that demonstrates learner outcomes. Refer to Appendix K for an overview of NRS. The American Institute of Research (AIR) offers specific trainings on the NRS and posts webinars and archived events on their site: http://www.nrsweb.org/trainings/. Iowa's adult education and literacy programs are encouraged to know NRS as it is the foundation upon which Federal reporting requirements are defined.

DATABASE MANAGEMENT TRAINING

Iowa utilizes TOPSpro® Enterprise (TE®) data management platform to collect, enter, and report adult education and literacy outcomes. The state of Iowa offers database professional development opportunities throughout the year to assist programs in ensuring that the data entered meets the NRS guidelines and that the state is complaint with reporting requirements. Registration for trainings may be done through the Adult Education and Literacy Calendar.
New adult education and literacy program coordinators may request one-on-one trainings from the Iowa Department of Education staff. All coordinators are encouraged to attend test administration and database management trainings associated with Iowa's adult education and literacy to ensure the ability to monitor and evaluate the effectiveness of their local program. Program specific technical assistance related to online assessment, TOPSpro® Enterprise, and NRS can be requested through the *Request for State TA/Training for AEL Personnel*. (Coordinator Handbook pg.56) In addition, zoom meetings, occurring the second Tuesday of every month, are hosted by the state adult education and literacy staff.

CASAS, TE®'s vendor, provides a detailed instructional manual and online support including training and webinars. This information should be used to support the Iowa specific trainings. A Technology Support Team Member can be reached at 1-800-255-1036 (option 4, available 8am-5pm PST), or by sending an e-mail to techsupport@casas.org. Making contact via this e-mail address alerts a support team to respond as quickly as possible.

VENDOR SPECIFIC ASSESSMENT TRAINING

All adult education and literacy staff must be trained relative to their role in the data management and administration of the assessment instrument related to their program. Guidelines appearing in the publisher's test administration manual must be followed. Follow the related vendor training provided below and provide the related certification required for the Local Program's Extended plan status update as described.

CASAS
The Comprehensive Adult Student Assessment System (CASAS) is a nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults. Iowa primarily utilizes the CASAS inventory of placement assessments that are approved for use by OCTAE.
Local programs will follow the vendor requirements of having a certified trainer for each program or site to provide training for other instructors/staff in implementation. In addition, each proctor of the paper and etest assessment must be annually certified. Finally, each staff member involved in data entry for TE® must be certified annually in coordinator training. Copies of each certification will be uploaded for programs in January as part of the status update for Local Plan Extension grant application.

CASAS online trainings include:
- Implementation Training;
- Beyond Implementation Training (recertification for Implementation Training);
- eTests Online Proctor; and
- Coordinator Certification Training.

Online modules may be accessed at: http://training.casas.org/course/category.php?id=31

For PY2016, only online training or the annual CASAS National Summer Institute will be available for Implementation Training. Implementation Training certificate are good for two years from the date of issuance. Staff can repeat the Implementation Training or participate in Beyond Implementation for recertification after their certificate has expired. Each program must have a certificate holder that can provide training for all of the remaining staff/instructors. Once trained and certified, the program's CASAS Implementation Trainer can only train others within their own agency. If the program needs additional certified Implementation Trainers to ensure training coverage for their program those certificates should be submitted with the status update as well.

In addition to having certified Implementation Trainers for each program, an agenda detailing professional development offered at the program level for CASAS implementation must be submitted in January as part of the status update documentation for the Local Plan Extension grant. The agenda(s) should include the place where the training occurred, the date and time of the training, the participant list and the certificate of the trainer. CASAS requires programs to have a certified trainer before ordering and administering tests.

CASAS requires that all staff involved in proctoring pre and post tests be certified by completing the eTests Online Proctor training annually. These certificates must be submitted and uploaded in January as part of the status update documentation for the Local Plan Extension grant.

Data management staff, those entering information in to TE® must have completed the Coordinator Certification training annually and their certificate is required to be uploaded in January as part of the status update documentation for the Local Plan Extension grant.

As part of the certification process, all local staff must be aware of and follow the Guidelines for Security and Confidentiality of Student Records and Test Security Agreements.

TABE—STATE CORRECTIONS TESTING ONLY
McGraw Hill is an adult education and literacy vendor with a focus on educational assessment, publication, and reporting. They are the vendor that publishes the Test of Adult Basic Education (TABE) Forms 9 and 10 that will be utilized for federal reporting with the TOPSpro® Enterprise data management system. Iowa AEL programs that are in contractual agreements to serve the five state correctional facilities with the Department of Corrections, will collaborate with their respective state correctional institution personnel to obtain, enter, and report demographic, test, status, and information update for students assessed with TABE 9 and 10. Training will be provided at the annual Adult Education and Literacy Institute.

TABE professional development materials are available to train test administrators, proctors, and support staff. The TABE Teacher's Guides feature a complete set of reference materials for planning, administering, scoring, and reporting TABE assessments. Testing coordinators and instructional personnel using TABE materials are required to use the training video, **"Introduction to TABE"** and the accompanying workbook prior to administering the test. This includes information on how to use the system, examples of test items and score reports. This training and documentation of training completion for each instructor involved in pre and post testing of the TABE is required to be included in January as part of the status update documentation for the Local Plan Extension grant. Further information is available at: http://www.ctb.com/ctb.com/control/ctbProductViewAction?p=products&productId=7946.

TEST ADMINISTRATION MANUALS (TAM)

Local adult literacy programs will follow the test administration guidelines in the test administration manuals released by test publishers. All local adult literacy programs are required to maintain copies of TAMs onsite for all assessments used. TAMs provide quality control guidelines to ensure proper test utilization, administration, scoring, and interpretation of results.

TEST SECURITY AGREEMENTS

The Iowa Department of Education requires that all funded adult literacy programs sign assurance, certifications, and an annual test security agreement included in the local program plan. This agreement includes the following stipulations:

- The local adult education program director assumes responsibility for safeguarding all assessment materials, including Test Administration Manuals, and answer sheets (which contain certain marks or responses).
- All assessment materials are stored in a locked (preferably fireproof) file cabinet accessible to the program director or his/her designee (s).
- Staff administering assessments should return all materials immediately after use to the program director or his/her designees.
- All answer sheets and writing samples are treated as confidential until destroyed.
- No duplication of any test form or any portion of any test form is permitted for any reason.
- Inventory information concerning assessment materials will be supplied to the Iowa Department of Education when requested.
- Defaced materials may not be destroyed unless authorized by Iowa Department of Education.
- Programs may not use displays, questions, or answers that appear on any assessment to create materials designed to teach or prepare learners to answer test items. Instead, programs should use instructional resources provided by test publishers (e.g., Quick Search and other support materials) to link curriculum, assessment, and instruction.
- State of Iowa authorization for web-based assessment.
- Test Security agreements must be completed and submitted to the publisher when required for assessment administration. http://training.casas.org/mod/questionnaire/view.php?id=6719

QUALITY CONTROL PROCEDURES

Quarterly point-in-time snapshots of individual program data is reviewed for monitoring purposes. This procedure will ensure that the Iowa Department of Education can maintain compliance with federal guidelines for assessment policies.

Program administrators, TE® Specialists, and authorized personnel (instructors, etc.) are able to run real time reports in TOPSpro® Enterprise:
        (1) to review data accuracy and comprehensiveness;
        (2) to benchmark attainment by instructor, class, instructional program and agency; and
        (3) to determine content standard and competency reports to guide instruction.
Coordinators are responsible for data review and verification weekly. Local programs are responsible for following the policies outlined in Section 400: Data Monitoring and Reporting.

Section 1000: Distance Education

GENERAL DISTANCE EDUCATION REQUIREMENTS

This policy defines distance education for adult basic education programs in Iowa and provides guidelines by which programs can report adult learners' distance education hours to the National Reporting System (NRS) using the state approved data management system (TE®). The goal of this policy is to describe the types of activities approved for distance education and outline the requirements and procedures for reporting distance education activities.

Iowa Policy: *Adult education programs must follow the steps and processes described in this document to report distance education classes and related student attendance into the state approved data management system (TE®).*

Through the implementation of distance education, adult literacy programs will be able to reach the under-skilled employed and unemployed by offering flexible hours and instruction through various types of media. With a variety of instructional strategies available through distance learning, instructors will be able to engage students previously not attracted to the traditional classroom delivery. Students enrolled in distance education will have the same opportunity as the traditional students to receive quality instruction through a new delivery system. This section will define distance learners, identify the methods to be used for assigning contact hours and proxy hours, define curricula and materials that may be used at a distance, and specifies assessment requirements for distance learners.

DEFINITION OF DISTANCE EDUCATION

The federal Office of Career, Technical and Adult Education (OCTAE) define distance education for adult basic education programs as follows.

Distance education is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period.* Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, television broadcasts, computer software, web -based interaction, and other online technologies. Teachers support distance learners through communication via mail, telephone, e-mail, or other web-based technologies or software.

  * Completion of instructional activities in a computer lab for traditional classes does not qualify as distance education.

DEFINITION OF ADULT EDUCATION AND LITERACY LEARNERS

- **Traditional Learners:** Students who receive the majority (51% or higher) of their instruction through traditional face-to-face instruction.
- **Distance Learners:** Students who receive a majority of their instruction through distance education services.
- **Blended Learners:** Students who receive a majority of their instruction through traditional face- to-face instruction and also participate in distance education activities. For NRS reporting purposes, blended learners are classified as traditional learners.

Iowa Policy: *A student is classified as a distance learner if the majority (51% or higher) of the student's hours earned in a program year are derived by his or her participation in distance learning activities. However, **a student's hours in both distance and classroom activities must be reported into the data management system** (TE®).*

APPROVED DISTANCE EDUCATION CURRICULA

Programs can select from the approved curricula for distance education listed in Appendix O. Choices should be made according to the type, level and goals of the distance learner. In addition, as teachers become more experienced and skilled at delivering distance education, they are likely to draw from multiple sources to best support their students, as they do in the classroom.

In the event the program wishes to offer or use a different distance education program and if the program wishes to enter the hours associated with this program in TE® for inclusion in NRS reporting, then the local provider must submit in writing a request for approval to the using the Distance Education Curriculum Approval Request Form (Appendix N). Requests must be received by November 30 to be included in the following program year's Assessment Policy submitted annually to OCTAE. This request must include a detailed description of the program, as well as any evidence that this program is research-based or evidence from rigorous evaluations that demonstrate the program is appropriate for use with adults. If the curriculum is approved and published in the Assessment Policy, all AEFLA-funded programs can begin using and counting hours of instruction for distance education effective July 1.

In addition, the requested curriculum should be aligned to the appropriate level and content associated with the College and Career Readiness Standards. An alignment document is available on the DE website to assist with providing evidence of this alignment for the appropriate educational functioning level.

The Adult Education and Literacy (AEL) team holds the right to reject any requests for curriculum approval if it deems the description or evidence of tracking hours to be insufficient. If changes to the curriculum occurs during the program year that renders it ineffective in tracking student progress and hours of instruction upon review by the AEL team permission for use might be revoked.

Iowa Policy: *Only Iowa Department of Education, Division of Community College approved distance education curricula may be used for reporting distance education activities.*

IDENTIFYING AND REPORTING APPROVED DISTANCE EDUCATION HOURS

Distance learners must have at least twelve hours of contact with the program before they can be counted as a distance learner for state and federal reporting purposes. These twelve hours can be a combination of actual contact (in-person classroom, one-on-one, small group instruction, etc.) and contact through telephone, video, teleconference or online communication, *as long as these communications have an instructional focus*. These twelve hours must be verifiable. Local programs must ensure they have the proper documentation of these twelve hours on file and must enter them into TE®.

- **Contact Hours:** Contact hours are defined as time spent interacting with the learner. Contact hours for distance education students can be a combination of actual face-to-face contact and contact by telephone, video, teleconference, or other online communication where student and program staff are able to interact and through which learner identity is verifiable. Face-to-face interaction includes student intake, orientation, assessment, goal setting, counseling, and classroom-based skills training.

The NRS guidelines state that proxy contact hours must be developed using one of three specified models: clock time, teacher verification or learner mastery. As these models are appropriate for different type of curricula, the Iowa Department of Education has chosen to use more than one proxy hour model. Local programs are required to follow the proxy hour model in Appendix L for each approved curriculum.

- **Proxy Hours:** Proxy hours are defined as the time distance education students spend engaged in distance education activities, such as using distance education curricula. The hours for each activity are calculated using one of three models:
    1. **Clock-time:** This model assigns contact hours based on the elapsed time that a learner is connected to and engaged in an online or stand alone software program that tracks time. The software must provide a mechanism to time-out or logout students after a preset period of inactivity.

2. **Teacher Verification:** This model assigns a fixed number of hours of credit for each assignment based on the teacher's determination of the extent to which a learner engaged in, or completed, the assignment. Contact hours for the teacher verification model are determined and established through a study conducted by the local program according to the following plan:
   - Distance learning materials/resources are chosen;
   - A sample of classes track how long they spend teaching the content, on a unit-by-unit basis;
   - Average times for each unit are calculated from sample classrooms and that time is assigned for proxy contact hours for that unit; and
   - Training is conducted for each new set of educational materials added.
3. **Learner Mastery:** This model assigns a fixed number of hours of credit based on the learner's demonstrated mastery of the content of a lesson. This model requires previous engagement by the student on curriculum and materials related to the test. A high percentage of correct responses on the mastery test earn the credit hours attached to the material.

ASSESSMENT OF DISTANCE LEARNERS

Distance learners must be assessed under the same guidelines as all adult learners in Iowa. Students must be pre-tested using any of the NRS compliant tests (i.e., CASAS). All students must be post-tested after the appropriate number of hours of instruction specified by the test developer, at the end of the semester, or upon completion of defined curricula. The Iowa Adult Education Assessment Policy, in other words, applies fully to distance learning students and no distance learning students will be included in state and federal reporting that do not have assessment results arrived at by following the state's assessment policy.

Iowa Policy: *All potential adult basic education distance education students must be assessed in accordance with the Iowa Assessment Policy.*
- *All pre- and post assessments must be administered in a proctored, face-to-face setting.*
- *All students must be pretested prior to 12 hours of instruction.*
- *Distance education students are subject to the same post-test instructional hour intervals as traditional learners.*

REPORTING DISTANCE LEARNERS

As a part the National Reporting System (NRS), each state is asked to provide information about students enrolled in Distance Education. Distance learners will be identified in Tables 4C and 5A of the federal reporting tables. Therefore, for the purposes of NRS reporting, a student may be counted in Distance Education when the following criteria are met:
1. The student has been appropriately assessed according to Iowa's Assessment Policy. distance learners must adhere to the same assessment policies as all other students.
2. To be claimed as a Distance Education student, the student must meet the following criteria:
   - The majority (51% or higher) of the student's attendance hours must be earned outside the traditional classroom via an Iowa approved distance educational instructional model.
   - In the case of blended learners (students that have attendance hours in both traditional and distance education classes), a determination will be made at the end of the program year or upon student exit. If the majority of their attendance was distance education hours, they will be classified as distance learners.

Iowa Policy: *Programs must use TE® to report distance learner activities by setting up distinct classes in the system to track activities. Endorse the field "Distance Learning" under the "Special Programs" section on the **Entry** record associated with the learner's distance education class. Do not indicate "Distance Learning" on the **Exit** record. All distance education hours, both contact hours and proxy hours, are to be reported and recorded in Table 4c.*

IMPLEMENTING DISTANCE EDUCATION CURRICULUM

At the present time, there is no formal procedure required before implementing the use of approved distance education curriculum. Each Adult Education and Literacy program should be following these basic principles of implementation and will be reviewed by the state during monitoring:

1. Staff is qualified to administer the curriculum, track student progress and hours of instruction;
2. The center has appropriate license and/or purchasing agreement to operate the distance education curriculum; and
3. Maintain communication with state staff via e-mail or telephone if challenges or changes occur with approved distance education curriculum.

FUNDING FOR DISTANCE EDUCATION CURRICULUM

Local adult education and literacy programs are responsible for all expenditures for required for the successful implementation of an approved distance education curriculum. On occasion, funds from state leadership might be used to subsidize particular distance education curriculum. This is not an expected annual guarantee.

Appendices

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE/ASE

CASAS ABE Intake Process

Guidelines for determining class placement and pretest level

1 **Assess student's basic writing ability**
- observe how well the student can fill out forms and perform other writing tasks
- consider number of years of formal schooling and other information on demographic records
- administer CASAS writing screening or other writing assessment
- consider other factors affecting class placement

… then evaluate information and determine next step

Student has difficulty writing name and address and in completing writing sample, or has other significant limitations

Student writes name and address, and produces basic writing sample

2A **Administer the five practice items** from Form 27 one-on-one.

Results	Test form to administer
some difficulty	**Administer Form 27 or 28** as pretest
little or no difficulty	**Administer Form 81 R or 11 R** as Reading pretest
. . . and then:	**Administer Form 31 M or 11 M** as math pretest

2B **Administer the Form 80 CASAS Appraisal reading test or Form 130 ECS Appraisal reading test** and use this chart to determine reading pretest level and class placement

Form 80 R or 130 R		
Score	Next Test Level	Instructional Level
180-195	A	Beginning Literacy
196-198	B, AX or A	
199-213	B	Beg. Basic Skills/ Int. Basic Skills
214-219	C, BX or B	
220-232	C	Adv. Basic Skills
233	D or C	
234-254	D	Adult Secondary

Administer the math test from either Appraisal and use this chart to determine math pretest level and class placement

Form 30 M or 130 M		
Score	Next Test Level	Instructional Level
170-195	A	Beginning Literacy
196-198	B or A	
199-215	B	Beg. Basic Skills/ Int. Basic Skills
216-220	C or B	
221-232	C	Adv. Basic Skills
233	D or C	
234-252	D	Adult Secondary

You may also use the Suggested Next Test chart for each test, which may give slightly different but still valid referrals.

Place student in instructional level according to the lower of the two appraisal scores.

Use the chart below to select an appropriate pretest based on the appraisal score, according to the Next Test Level indicated in the charts above. The pretest score serves as the initial point of comparison for progress testing.

CASAS PROGRESS TEST FORMS

READING		
Level	Life and Work Series	Life Skill Series
Beg. Lit.	027R, 028R	027R, 028R
A	81R, 82R	031R, 032R
AX	81RX, 82RX	032RX
B	83R, 84R	033R, 034R
BX		034RX
C	185R, 186R, 85R, 86R*	035R, 036R
D	187R, 188R	037R, 038R

MATH	
Level	Life Skill Series
A	031M, 032M
B	033M, 034M
C	035M 036M
D	037M, 038M

X level tests are a bridge to the next level
*Use either Forms 85 and 86 **or** Forms 185 and 186 as pre- and post-test pairs.

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE/ASE

1	2	3	4	5	6
ABE Beginning Literacy **0-1.9** Grade Level Equivalent	**ABE Beginning Basic** **2-3.9** Grade Level Equivalent	**ABE Low Intermediate** **4-5.9** Grade Level Equivalent	**ABE High Intermediate** **6-8.9** Grade Level Equivalent	**ASE Low** **9-10.9** Grade Level Equivalent	**ASE High** **11-12.9** Grade Level Equivalent
		Scaled Score Ranges for Placement and Completion			
CASAS Reading: 200 and below Math: 200 and below	**CASAS** Reading: 201-210 Math: 201-210	**CASAS** Reading: 211-220 Math: 211-220	**CASAS** Reading: 221-235 Math: 221-235	**CASAS** Reading 236-245 Math: 236-245	**CASAS** Reading: 246-255 Completion: 256+ Math: 246-255
		Corrections Only **Scaled Score Ranges for Placement and Completion**			
TABE 9/10 Reading: 367 and below Total Math: 313 and below Language: 389 and below	**TABE 9/10** Reading 368-460 Total Math: 314-441 Language: 390-490	**TABE 9/10** Reading: 461-517 Total Math; 442-505 Language: 491-523	**TABE 9/10** Reading: 518-566 Total Math 506-565 Language: 524-599	**TABE 9/10** Reading: 567-595 Total Math: 566-594 Language: 560-585	**TABE 9/10** Reading: 596+ Total Math: 595+ Language: See Appendix B for TABE Level 6 Completion Scores

Appendix A: Assessment Chart for Placement, Progress and Post Testing ABE/ASE

TABE	9 Survey	9 Complete Battery	10 Survey	10 Complete Battery
Reading	676*-812	713*-812	653*-812	700*-812
Math	691*-775	701*-775	668*-775	707*-775
Language	621*-826	685*-826	654*-826	692*-826

* denotes the cut off score for showing Level 6 completion

Appendix B: Assessment Chart for Placement, Progress and Post Testing ESL

CASAS ESL Intake Process

Guidelines for determining class placement and pretest level

1 Assess student's basic English language proficiency
- observe how well the student communicates and fills out forms
- consider number of years of formal schooling and other information on demographic records
- administer oral screening from the CASAS Appraisal
- administer CASAS writing screening or other writing assessment
- consider other factors affecting class placement

… then evaluate information and determine next step

Scores on Oral Screening and CASAS Writing Screening or other writing assessment:

Oral Screening	Writing Screening	Other writing or other factors
<6	0-1	poor
6 or more	1-2	good
6 or more	0-1	poor
<6	1-2	good

2B

2A Skip the appraisal and administer the five practice items from Form 27 one-on-one

Results	Test form to administer
some difficulty	Administer Form 27 or 28 as pretest
little or no difficulty	Administer Form 81 R or 11 R as Reading pretest Administer Form 81 L as Listening pretest

2B Administer the Form 80 CASAS Appraisal reading test and use this chart to determine reading pretest level and class placement

Form 80 R

Score	Next Test Level	Instr. Level
171	A	
180	A	Low Beg.
185	A	
189	A	
193	AX or A	
196	B or AX	High Beg.
199	B or AX	
201	B or AX	
204	B or AX	Low Int.
207	B	
209	B	
212	C or B	
214	C or B	High Int.
216	C or B	
219	C or B	
222	C	
224	C	
227	C	
230	D or C	
234	D or C	
237	D	Adv.
240	D	
242	D	
244	D	
246	D	

Administer the Form 80 CASAS Appraisal listening test and use this chart to determine listening pretest level and class placement

Form 80 L

Score	Next Test Level	Instr. Level
171	A	
179	A	Low Beg.
184	A	
188	A	
191	A	
193	A	High Beg.
196	A	
198	B or A	
200	B	
202	B	
204	B	Low Int.
206	B	
208	B	
210	B	
212	C or B	
214	C or B	High Int.
216	C	
218	C	
220	C	
223	C	
225	C	
229	C	Adv.
233	C	
235	C	
237	C	
239	C	

Place student in instructional level according to the lower of the two appraisal scores.

Then use the chart below to select an appropriate pretest based on the appraisal score, according to the Next Test Level indicated in the chart above. The pretest score serves as the initial point of comparison for progress testing.

CASAS PROGRESS TEST FORMS

Reading		
Beg. Lit.	Life & Work	Citizenship
A	27R, 28R	27R, 28R
A	81R, 82R	951R, 952R
B	81RX, 82RX	951RX, 952RX
B	83R, 84R	
C	84RX	
D	185R, 186R 85R, 86R	

LISTENING		
Level	Life & Work	Note:
A	981L, 982L	Listening Appraisal Form 80 can be used to place only into the Life and Work 980 listening test series.
B	983L, 984L	
C	985L, 986L	

X level tests are a bridge to the next level

Appendix B:　Assessment Chart for Placement, Progress and Post Testing ESL

1	2	3	4	5	6
ESL Beginning Literacy	ESL Low Beginning	ESL High Beginning	ESL Low Intermediate	ESL High Intermediate	ESL Advanced
Scaled Score Ranges for Placement and Completion					
CASAS Reading: 180 and below Listening: below 180	**CASAS** Reading: 181-190 Listening: 180-189	**CASAS** Reading: 191-200 Listening: 190-199	**CASAS** Reading: 201-210 Listening: 200-209	**CASAS** Reading: 211-220 Listening: 210-218	**CASAS** Reading: 221-235 Listening: 219-227
Corrections Only **Scaled Score Ranges for Placement and Completion**					
TABE CLAS-E Reading: 250-392 Writing: 200-396 Total Listening and Speaking: 230-407	**TABE CLAS-E** Reading: 393-436 Writing: 397-445 Total Listening and Speaking: 408-449	**TABE CLAS-E** Reading: 437-476 Writing: 446-488 Total Listening and Speaking: 450-485	**TABE CLAS-E** Reading: 477-508 Writing: 489-520 Total Listening and Speaking: 486-525	**TABE CLAS-E** Reading: 509-557 Writing: 521-555 Total Listening and Speaking: 526-558	**TABE CLAS-E** Reading: 558-588 Writing: 556-612 Total Listening and Speaking: 559-600

Appendix C: Assessment Instruments Utilization Chart

	Program Type	**Functioning Level**	**Instrument Use**
CASAS	ESL ABE/ASE	All Levels All Levels	Placement and Progress Placement and Progress
TABE	ABE/ASE	All levels	Placement and Progress
HiSET®	ASE High HSED	Level 6	Progress

Appendix D: Recommended Time Frames for Placement and Progress Testing

Assessment	Recommended Time Frame	Contact Information
CASAS	40 hours minimum; 70-100 hours recommended. Allow exceptions for courses with different schedules and intensity; e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post test. Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction. Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction may choose to progress test at the end of the instructional period. Programs may choose to assess students who indicate they are leaving the program before the scheduled post test time to maximize collection of paired test data.	Linda Taylor Director of Assessment Development CASAS 800-255-1036 x186 ltaylor@casas.org www.casas.org
TABE	If the pre– and post test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 Level M): 40 hours minimum for ABE levels 1-4, 30 hours minimum for ASE levels 5-6. If the pre– and post test are for the same level and use the same form (e.g., TABE 9 Level M to TABE 9 Level M): 120 hours. CTB/McGraw-Hill suggests the pre and post test guidelines as Best Practices recommendations based upon the feed back and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process. If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.	Aaron Hartman Evaluation Consultant CTB McGraw-Hill Aaron.hartman@ctb.com 512-370-4110

Appendix E: Appraisal—Suggested Tests

Appraisal FORM 80LW—READING AND LISTENING

From an examinee's previous appraisal score, find the suggested **test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

LISTENING

Form 80L

Score	Next Assigned Test
171	
179	
184	
188	Level A
191	981L
193	
196	
198	
200	
202	
204	
206	Level B
208	983L
210	
212	
214	
216	
218	
220	
223	
225	Level C
229	985L
233	
235	
237	
239	

READING

Form 80R

Score	Next Assigned Test
171	
180	
185	Level A
189	081R
193	
196	
199	Level AX
201	081RX
204	
207	
209	
212	Level B
214	083R
216	
219	
222	
224	Level C*
227	085R
230	or 185R
234	
237	
240	
242	Level D
244	187R
246	

*Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre- and post-test pairs.

Alternate CASAS Test Forms by Level

READING		
Level	Life Skills Series	Citizenship Series
Beg. Lit.	027R	027R
A	031R	951R
AX	032RX	951RX
B	033R	
C	035R	
D	037R	

Appendix E: Appraisal—Suggested Tests

Appraisal FORM 30LS—MATH

From an examinee's previous appraisal score, find the suggested **test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

READING
Form 30R

Score	Next Test Level
180	A
187	A
192	A
196	B or A
199	B
202	B
204	B
207	B
209	B
212	B
214	C or B
216	C or B
218	C
221	C
224	C
227	C
228	C
229	C
231	C
232	C

MATH
Form 30M

Score	Next Test Level
170	A
178	A
184	A
187	A
191	A
194	A
196	B or A
199	B
201	B
204	B
206	B
208	B
211	B
214	B
216	C or B
220	C or B
222	C
223	C
224	C
226	C

CASAS Test Forms by Level

READING

Level	Life and Work Series	Life Skill Series
Beg. Lit.	027R, 028R	027R, 028R
A	81R, 82R	031R, 032R
AX	81RX, 82RX	032RX
B	83R, 84R	033R, 034R
BX		034RX
C	185R, 186R, 85R, 86R*	035R, 036R
D	187R, 188R	037R, 038R

X level tests are a bridge to the next level
*Use either Forms 85 and 86 **or** Forms 185 and 186 as pre- and post-test pairs.

MATH

Level	Life Skill Series
A	031M, 032M
B	033M, 034M
C	035M 036M
D	037M, 038M

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE—MATH

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Forms 31M-32M Level A

Score	Next Test Level
<172	A
172	A
175	A
177	A
180	A
182	A
184	A
186	A
188	A
190	A
192	A
194	A
197	B or A
199	B or A
202	B
204	B
205	B
206	B
207	B
209	B
210	B
212	B

Forms 33M-34M Level B

Score	Next Test Level
<188	*
188	B
190	B
193	B
195	B
197	B
199	B
200	B
202	B
204	B
205	B
206	B
207	B
209	B
210	B
212	B
214	B
215	B
217	C or B
219	C or B
221	C
223	C
226	C
227	C
228	C
229	C
231	C
232	C

Forms 35M-36M Level C

Score	Next Test Level
<201	*
201	C
204	C
206	C
208	C
210	C
212	C
213	C
215	C
216	C
218	C
219	C
220	C
222	C
223	C
224	C
226	C
227	C
228	C
229	C
231	C
232	D or C
234	D or C
235	D
237	D
239	D
241	D
243	D
246	D
247	D
249	D
250	D
251	D
252	D
253	D

Forms 37M-38M Level D

Score	Next Test Level
<212	*
212	D
213	D
214	D
215	D
217	D
218	D
219	D
220	D
221	D
222	D
223	D
224	D
226	D
227	D
228	D
229	D
230	D
231	D
232	D
234	D
235	D
236	D
237	D
239	D
240	D
241	D
242	D
243	D
244	D
245	D
246	D
247	D
249	D
250	D
251	D
252	D
253	D
255	D
257	D
258	D
259	D
260	D
262	D
264	D
265	D
267	D
268	D

CASAS Test Forms by Level

Level	MATH Life Skills Series
A	31M, 32M
B	33M, 34M
C	35M, 36M
D	37M, 38M

* Scored below accurate range. Retest at a lower level.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE—READING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Forms 27R-28R Beginning Literacy		Forms 31R-32R Level A		Form 32RX Level A Bridge to B		Forms 33R-34R Level B	
Score	Next Test Level	Score	Next Test Level	Score	Next Test Level	Score	Next Test Level
<153	*	<170	*	<182	A	<184	*
153	Beg Lit	170	A	182	A	184	B or AX
155	Beg Lit	172	A	185	A	187	B or AX
156	Beg Lit	173	A	187	A	189	B or AX
158	Beg Lit	175	A	189	A	191	B or AX
160	Beg Lit	177	A	191	B or A	192	B or AX
162	Beg Lit	179	A	193	B or A	193	B or AX
164	Beg Lit	180	A	194	B	195	B or AX
165	Beg Lit	182	A	196	B	197	B or AX
166	Beg Lit	184	A	198	B	198	B or AX
167	Beg Lit	186	A	200	B	200	B or AX
169	Beg Lit	188	A	201	B	201	B or AX
170	Beg Lit	190	A	203	B	203	B or AX
172	Beg Lit	192	A	205	B	204	B or AX
174	Beg Lit	194	B or AX or A	206	B	206	B
175	Beg Lit	196	B or AX	208	B	207	B
176	Beg Lit	199	B or AX	210	B	209	B
177	A or Beg Lit	202	B or AX	213	BX or B	210	BX or B
179	A or Beg Lit	203	B or AX	215	BX or B	212	BX or B
180	A	204	B or AX	216	BX	213	BX or B
181	A	206	B	218	BX	215	C or BX or B
182	A	207	B	220	BX	216	C or BX or B
183	A	209	B	222	BX	218	C or BX or B
184	A			224	BX	220	C or BX or B
186	A					222	C or BX
187	A					224	C or BX
189	A					227	C or BX
191	A					228	C
192	A					229	C
194	B or AX or A					230	C
196	B or AX					231	C
199	B or AX					232	C
202	B or AX					233	C

* Scored below accurate range. Retest at a lower level.

CASAS Test Forms by Level

	READING
Level	Life Skills Series
Beg. Literacy	27R, 28R
A	31R, 32R
AX	32RX
B	33R, 34R
BX	34RX
C	35R, 36R
D	37R, 38R

X level tests are a bridge to the next level

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE—READING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

Forms 33R-34R Level B		Form 34RX Level B Bridge to C		Forms 35R-36R Level C		Forms 37R-38R Level D	
Score	Next Test Level	Score	Next Test Level	Score	Next Test Level	Score	Next Test Level
<184	*	<194	B	<197	*	<212	*
184	B or AX	194	B	197	C or BX	212	D
187	B or AX	196	B	200	C or BX	214	D
189	B or AX	198	B	202	C or BX	215	D
191	B or AX	200	B	204	C or BX	217	D
192	B or AX	202	B	206	C or BX	219	D
193	B or AX	204	B	208	C or BX	220	D
195	B or AX	206	B	209	C or BX	221	D
197	B or AX	207	B	211	C or BX	222	D
198	B or AX	208	C or B	212	C or BX	224	D
200	B or AX	210	C or B	213	C or BX	225	D
201	B or AX	211	C	214	C or BX	226	D
203	B or AX	213	C	215	C or BX	228	D
204	B or AX	214	C	216	C or BX	229	D
206	B	216	C	217	C or BX	230	D
207	B	217	C	218	C or BX	231	D
209	B	218	C	219	C or BX	232	D
210	BX or B	220	C	220	C or BX	233	D
212	BX or B	221	C	221	C or BX	234	D
213	BX or B	223	C	222	C or BX	235	D
215	C or BX or B	224	C	223	C or BX	236	D
216	C or BX or B	226	C	224	C or BX	238	D
218	C or BX or B	228	C	225	C	239	D
220	C or BX or B	230	C	226	C	240	D
222	C or BX	232	C	227	C	241	D
224	C or BX	234	D or C	228	C	242	D
227	C or BX	236	D or C	229	C	243	D
228	C	238	D	230	D or C	244	D
229	C	240	D	231	D or C	246	D
230	C	243	D	232	D or C	247	D
231	C	245	D	233	D	248	D
232	C	246	D	234	D	249	D
233	C			235	D	250	D
				236	D	252	D
				237	D	254	D
				238	D	256	D
				239	D	258	D
				240	D	259	D
				241	D	260	D
				243	D	261	D
				245	D	262	D
				246	D	263	D
				247	D	265	D
				248	D	266	D
				249	D	268	D
				250	D	269	D
				252	D		

CASAS Test Forms by Level

	READING
Level	Life Skills Series
Beg. Literacy	27R, 28R
A	31R, 32R
AX	32RX
B	33R, 34R
BX	34RX
C	35R, 36R
D	37R, 38R

X level tests are a bridge to the next level

* Scored below accurate range. Retest at a lower level.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE AND WORK—READING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

FORM 27R				FORM 28R				FORM 81R		
Raw Score	Scale Score	NAT		Raw Score	Scale Score	NAT		Raw Score	Score	NAT
1	•			1	•			1	•	
2	•			2	•			2	•	Beg. Lit. Form 27R
3	•			3	•			3	•	
4	•			4	•			4	•	
5	153			5	153			5	170	
6	155			6	155			6	173	
7	158			7	158			7	176	
8	160			8	160			8	178	
9	162			9	162			9	180	Level A Form 82R
10	164	Beg. Lit. Form 28R		10	164	Beg. Lit. Form 27R		10	182	
11	165			11	165			11	184	
12	167			12	167			12	186	
13	169			13	169			13	189	
14	170			14	170			14	191	
15	172			15	172			15	193	
16	174			16	174			16	195	
17	176			17	176			17	197	Level A Form 81RX
18	177			18	177			18	200	
19	179			19	179			19	203	
20	181			20	181			20	205♦	
21	183			21	183			21	206♦	
22	184			22	184			22	208♦	Level B Form 83R
23	187			23	187			23	209♦	
24	189			24	189			24	210♦	
25	191	Level A Form 81R		25	191	Level A Form 82R				
26	192♦			26	192♦					
27	194♦			27	194♦					
28	196♦			28	196♦					
29	199♦			29	199♦					
30	202♦			30	202♦					

• Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE AND WORK—READING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

FORM 82R

Raw Score	Score	NAT
1	•	Beg. Lit. Form 28R
2	•	
3	•	
4	•	
5	170	Level A Form 81R
6	173	
7	176	
8	178	
9	180	
10	182	
11	184	
12	186	
13	188	
14	191	
15	193	
16	195	
17	197	
18	200	Level A Form 82RX
19	203	
20	205♦	
21	206♦	
22	208♦	Level B Form 84R
23	209♦	
24	210♦	

FORM 81RX[+]

Raw Score	Scale Score	NAT
1	•	Level A Form 81R
2	•	
3	•	
4	•	
5	182	
6	184	
7	186	
8	188	
9	190	
10	192	
11	194	Level AX Form 82RX
12	196	
13	197	
14	199	
15	201	
16	202	
17	204	
18	206	Level B Form 83R
19	208	
20	210	
21	212	
22	214	
23	216	
24	218♦	Level C** Form 85R or 185R
25	220♦	
26	222♦	
27	224♦	
28	227♦	

FORM 82RX[+]

Raw Score	Scale Score	NAT
1	•	Level A Form 82R
2	•	
3	•	
4	•	
5	182	
6	184	
7	186	
8	188	
9	190	
10	192	
11	194	Level AX Form 81RX
12	196	
13	197	
14	199	
15	200	
16	202	
17	204	
18	206	Level B Form 84R
19	208	
20	210	
21	212	
22	214	
23	216	
24	218♦	Level C** Form 86R or 186R
25	220♦	
26	222♦	
27	224♦	
28	227♦	

• Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

+The extended range (x-level) forms are a bridge between test levels, have a broader accurate range and may allow students to show progress without having to move immediately to a more difficult higher level test.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre-post test pairs.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE AND WORK—READING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

FORM 83R			FORM 84R			FORM 85R		
Raw Score	Scale Score	NAT	Raw Score	Scale Score	NAT	Raw Score	Scale Score	NAT
1	•	Level A Form 81R	1	•	Level A Form 82R	1	•	Level B Form 83R
2	•		2	•		2	•	
3	•		3	•		3	•	
4	186	Level AX Form 81RX	4	186	Level AX Form 82RX	4	200	Level C** Form 86R or 186R
5	189		5	189		5	202	
6	191		6	191		6	205	
7	194		7	193		7	207	
8	195		8	195		8	208	
9	197		9	197		9	210	
10	199	Level B Form 84R	10	199	Level B Form 83R	10	212	
11	200		11	200		11	213	
12	202		12	202		12	215	
13	203		13	203		13	216	
14	205		14	205		14	217	
15	206		15	206		15	218	
16	208		16	208		16	220	
17	209		17	209		17	221	
18	210		18	210		18	222	
19	212		19	212		19	223	
20	213		20	213		20	224	
21	215		21	215		21	226	
22	216		22	216		22	227	
23	218		23	218		23	228	
24	220	Level C** Form 85R or 185R	24	220	Level C** Form 85R or 185R	24	230	
25	222		25	222		25	231	
26	224		26	224		26	232	
27	226		27	226		27	234	
28	229		28	229		28	235	
29	230♦		29	230♦		29	237	
30	231♦		30	231♦		30	239	Level D Form 187R
31	232♦		31	232♦		31	241	
32	234♦		32	234♦		32	243	
						33	246	
						34	247♦	
						35	248♦	
						36	250♦	
						37	252♦	

• Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre-post test pairs.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE AND WORK—READING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

FORM 86R			FORM 185R			FORM 186R		
Raw Score	Scale Score	NAT	Raw Score	Score	NAT	Raw Score	Score	NAT
1	•	Level B Form 84R	1	•	Level B Form 83R	1	•	Level B Form 84R
2	•		2	•		2	•	
3	•		3	•		3	•	
4	200	Level C** Form 85R or 185R	4	197	Level C** Form 86R or 186R	4	197	Level C** Form 85R or 185R
5	203		5	200		5	200	
6	205		6	202		6	202	
7	207		7	204		7	204	
8	209		8	206		8	206	
9	210		9	208		9	208	
10	212		10	209		10	209	
11	213		11	211		11	211	
12	215		12	212		12	212	
13	216		13	214		13	214	
14	217		14	215		14	215	
15	218		15	216		15	216	
16	220		16	218		16	218	
17	221		17	219		17	219	
18	222		18	220		18	220	
19	223		19	221		19	221	
20	224		20	222		20	223	
21	226		21	224		21	224	
22	227		22	225		22	225	
23	228		23	226		23	226	
24	230		24	228		24	228	
25	231		25	229		25	229	
26	232		26	230		26	230	
27	234		27	232		27	232	
28	235		28	233		28	233	
29	237		29	235		29	235	
30	239	Level D Form 188R	30	237	Level D Form 187R	30	237	Level D Form 188R
31	241		31	238		31	238	
32	243		32	241		32	241	
33	246		33	243		33	243	
34	247♦		34	246		34	246	
35	248♦		35	247♦		35	247♦	
36	250♦		36	248♦		36	248♦	
37	252♦		37	250♦		37	250♦	
			38	252♦		38	252♦	

• Below accurate range. Retest at a lower level.

♦ Conservative estimate. Retesting is recommended.

**Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre-post test pairs.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE AND WORK—READING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

FORM 187R			FORM 188R		
Raw Score	Scale Score	NAT	Raw Score	Score	NAT
1	•	Level C** Form 85R or 185R	1	•	Level C** Form 86R or 186R
2	•		2	•	
3	•		3	•	
4	213		4	213	
5	216		5	216	
6	218		6	218	
7	220		7	220	
8	222		8	222	
9	224		9	224	
10	226		10	226	
11	227		11	227	
12	229		12	229	
13	230		13	230	
14	232		14	232	
15	233		15	233	
16	234		16	234	
17	236	Level D Form 188R	17	236	Level D Form 187R
18	237		18	237	
19	239		19	239	
20	240		20	240	
21	242		21	242	
22	243		22	243	
23	245		23	245	
24	247		24	247	
25	248		25	249	
26	251		26	251	
27	253		27	253	
28	256		28	256	
29	258♦		29	258♦	
30	260♦		30	260♦	
31	262♦		31	262♦	
32	265♦		32	265♦	

• Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.
  **Use either Forms 085R and 086R (work emphasis) or Forms 185R and 186R (life emphasis) as pre-post test pairs.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE AND WORK—980 LISTENING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

FORM 981L				FORM 982L				FORM 983L		
Raw Score	Scale Score	NAT		Raw Score	Scale Score	NAT		Raw Score	Scale Score	NAT
1	•			1	•			1	•	
2	•			2	•			2	•	
3	•			3	•			3	•	
4	•			4	•			4	•	Level A
5	169			5	169			5	•	Form 981L
6	171			6	171			6	•	
7	173			7	173			7	•	
8	175			8	175			8	•	
9	177			9	177			9	•	
10	178			10	178			10	190	
11	180			11	180			11	191	
12	181			12	181			12	192	
13	182	Level A		13	183	Level A		13	194	
14	184	Form 982L		14	184	Form 981L		14	195	
15	185			15	185			15	196	
16	186			16	186			16	197	
17	188			17	188			17	199	Level B
18	189			18	189			18	200	Form 984L
19	190			19	190			19	201	
20	191			20	191			20	202	
21	193			21	193			21	203	
22	194			22	194			22	205	
23	195			23	195			23	206	
24	196			24	196			24	207	
25	198			25	198			25	208	
26	199			26	199			26	210	
27	200			27	201			27	211	
28	202			28	202			28	213	
29	204			29	204			29	214	
30	205			30	205			30	215	
31	207			31	207			31	217	Level C
32	208♦	Level B		32	208♦	Level B		32	218♦	Form 985L
33	208♦	Form 983L		33	208♦	Form 984L		33	218♦	
34	208♦			34	208♦			34	218♦	
35	208♦			35	208♦			35	218♦	
36	208♦			36	208♦			36	218♦	
37	208♦			37	208♦			37	218♦	
38	208♦			38	208♦			38	218♦	

• Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.

Appendix F: Suggested Next Tests

Suggested Next Test—LIFE AND WORK—980 LISTENING

From an examinee's previous test scores, find the suggested **next test level** to administer in a CASAS testing progression. Then refer to the **CASAS Test Forms** chart below to identify appropriate test form numbers.

FORM 984L			FORM 985L			FORM 986L		
Raw Score	Scale Score	NAT	Raw Score	Scale Score	NAT	Raw Score	Scale Score	NAT
1	•		1	•		1	•	
2	•		2	•		2	•	
3	•		3	•		3	•	
4	•	Level A	4	•	Level B	4	•	Level B
5	•	Form 982L	5	•	Form 983L	5	•	Form 984L
6	•		6	•		6	•	
7	•		7	•		7	•	
8	•		8	•		8	•	
9	•		9	•		9	•	
10	190		10	•		10	•	
11	191		11	210		11	210	
12	192		12	212		12	211	
13	194		13	213		13	213	
14	195		14	214		14	214	
15	196		15	215		15	215	
16	198		16	217		16	216	
17	199	Level B	17	218		17	218	
18	200	Form 983L	18	219		18	219	
19	201		19	220		19	220	
20	202		20	221		20	221	
21	204		21	223		21	222	
22	205		22	224		22	223	
23	206		23	225		23	225	
24	207		24	226	Level C	24	226	Level C
25	208		25	227	Form 986L	25	227	Form 985L
26	210		26	229		26	228	
27	211		27	230		27	230	
28	213		28	232		28	231	
29	214		29	233		29	233	
30	215		30	235		30	234	
31	217		31	237		31	236	
32	218♦	Level C	32	239		32	238	
33	218♦	Form 986L	33	240♦		33	240♦	
34	218♦		34	240♦		34	240♦	
35	218♦		35	240♦		35	240♦	
36	218♦		36	240♦		36	240♦	
37	218♦		37	240♦		37	240♦	
38	218♦		38	240♦		38	240♦	

• Below accurate range. Retest at a lower level.
♦ Conservative estimate. Retesting is recommended.

Appendix G: Assessment Irregularity Documentation Form

Adult Education and Literacy
Assessment Irregularity Documentation Form

Adult literacy educators must document reasons for <u>ALL post-assessments administered prior to the minimum required 40 hours of instruction</u> as stipulated in *the Iowa Assessment Policy Guidelines*. **Post assessment before 40 hours is restricted to <u>ONLY</u> the approved reasons provided below.**

This form must be filed with the student's records. During the course of the program year, the state data monitoring will evaluate the percentage of participants testing prior to the recommended hours of instruction and if necessary request to view the student records

Instructions: Fill in student's name and college issued student identification number **(DO NOT USE SSN).**
1. Indicate approved exception
2. Complete the instructor section and sign
3. Complete coordinator signature section

Student Name: _____ **Student ID#:**_____

Assessment Used: _____ **# of Instructional Hours:**_____

Reason(s) for post-assessment exception (check all that apply)**:** (Except in cases of pre-approved batch correction, <u>deleting or changing original student records is expressly prohibited</u>.

√	Exception Guidelines	Specifics (Circle one or more when applicable)	Time Frame parameters for pre/ post or retesting	Program Action Requirements
	Only 1 pre-test administered for the program year	Previous program year had two pretests & completed one modality and continuing in another College tested in Compass or NCRC and only one modali-		Previous program year must reflect both modalities Documentation must be in electronic or paper file to reflect college tests
	Retest results in an invalid or * score.	Pre test scaled score falls below the accurate score range (<180)	Retest upon student demonstration of skill increase. TE® automatically invalidates * pre test. TE® recognizes the first pre test in which the student scores within the accurate range.	Enter into TE® Keep all assessment records (valid and invalid) in student file for 3 years. Enter hours of instruction, monthly, into TE®.
	Pre test results in a CASAS "Conservative Estimate" or "Diamond" score.	Student's CASAS scaled scores are above the CASAS accurate scaled score range.	Retest with a higher level assessment before any hours of instruction	Scan and enter all CASAS assessments in TE®.
	eTests Online Assessment—Inaccurate program action	Personnel scored and saved an incomplete student assessment (All assessments must be saved without scoring for completion at a later date).	Retest prior to instructional intervention for accurate placement.	Document staff training that occurred to prevent premature scoring of incomplete assessments in eTests Online. (Date, time, training given, instructor signature).
	Student has more than 12 hours of instruction but less than 40 hours.	Student leaving prior to 40 hours of instruction Instruction took place over two program years	Student must have received a substantial block of instruction in between pre and post tests	Follow other standard post-test guidelines

Instructor Name (please print): _____Community College_____

Signature: _____Date: _____

Adult Literacy Coordinator's Signature:_____

Appendix F. Implementation Training Verification Form PY 2016

Date	Name of Staff	Training Description	Facilitated by Test Publisher, State Staff, or Local Staff (Name)	Delivery-Face to Face, Online, Adobe Connect, Webinar	Focus Proctor/Coordinator Certification, IT Training, TE® Technical Assis-

Appendix J: Local Program Data Quality Checklist—Assessment

Ap-

Task ID		Task Description	Information Required	Assigned to:	Due Date	Status		
Paper	TE®	Assessment	Information Required	Instructor, Co-ordinator or TE® Specialist	Entry into TE®	Not Started	In Process	Complete
T	T	Pre tests	NRS approved pre tests are administered before instructional intervention					
T	T	Progress tests	NRS approved alternate forms are administered after appropriate					
T	T	Paired Accurate Progress Tests	Learner is administered progress test resulting in paired accurate scores.					
T	T	Learning Gains	Learning gains evaluated and shared with student.					
T	FTM	Level Completion	Level completions evaluated and shared with student.					
U 9	PR	Program Outcomes	Program outcomes evaluated and discussed with student at least					
		Table 4 NRS Performance Report	Level completion of student reflected on Table 4 (all AEFLA eligibility criteria met).					
U 14	SI	HSED Status	Sub-sections of HSED test battery attempted and passed entered into TE® Sub-sections of HSED test battery, modality and date of assessment entered into TE®.					
U 15	NYA	High School credits earned	Number of credits earned through adult high school diploma program (excludes alternative high school programs in which credits are reported back to the local school district for use to award a diploma through the local school district)					

Appendix J: Local Program Data Quality Checklist—Program Information, Instructional hours and Status

Task ID		Task Description	Information Required	Assigned to:	Due Date	Status
Paper	TE®			Instructor, Coordinator or TE® Specialist	Entry into TE®	Not Started In Process Complete
E 1-9	SI	Demographics	Name, address, phone, SID, SSN, DOB, Gender, Tehnicity, Race, Native Language, Highest Year of School, School Outside US, Highest Degree or Diploma, Earned outside US	TE® Specialist	7-1-2013	In Process
E 12, 15	SR	Goals and Labor Force Status	Primary goal, secondary goal, labor force status			
E 13	SR	Special Program Entries	*None*, jail, community corrections, state corrections, homeless program, family literacy, workplace education, tutoring, distance learning, special needs, alternative education (K-12), non-traditional training, EL Civics, Carl Perkins, Even Start, *other*			
E 14	SR	Personal Status Entries	TANF, Other public assistance, WIA IB, Rehabilitation, Enrolled in High school/k-12, dislocated worker, veteran, physically disabled, learning disabled, displaced homemaker, single parent, *other*			
	SI	Release of Information	Signed and maintained in the Student File System.			
	SI	Prior Written Consent/Follow up Notification	Core measure cohorts—student is informed at intake that student information may be subject to follow-up measurement to determine program outcomes. Student is informed that information is reported in aggregate form and student is not personally identified in publications or reports.			
E 12	SR	Postsecondary	Instructor identifies resources within the program and externally for assisting learners who have identified postsecondary education as a goal.			
E 12	SR	Employment Goals	Instructor identifies and shares resources within the program and externally for assisting learners who have identified employment goals.			
		Learner Needs	Includes counseling of learners to identify needs and follow-up throughout the program year.			

Appendix J: Local Program Data Quality Checklist—Program Information, Instructional hours and Status

Task ID (Paper)	Task ID (TE®)	Task Description	Information Required	Assigned to:	Due Date	Status
Paper	**TE®**	**Program Information**	**Information Required**	**Instructor, Coordinator or TE® Specialist**	**Entry into TE®**	**Not Started / In Process / Complete**
E 17	CE	Class Enrollment	Student is enrolled in a class using the first date of student attendance.			
E 2	Org	Instructor Class Assignment	Instructors assigned to class or classes taught within the program year.			
E 11	PE	Program Enrollment	Instructional program (ABE/ASE/ESL) assigned to student (where date of program entry is equal to the date of assessment)			
Paper	**TE®**	**Instructional Hours**	**Information Required**	**Instructor, Coordinator or TE® Specialist**	**Entry into TE®**	**Not Started / In Process / Complete**
U 5	CR	Attendance	Entered monthly using the TE® "Student Update" field. (for programs importing attendance hours monthly, the "Student Update Cumulative field may be used).			
Paper	**TE®**	**Status in Program Year**	**Information Required**	**Instructor, Coordinator or TE® Specialist**	**Entry into TE®**	**Not Started / In Process / Complete**
U 7	PE	Program Status	Retained in program, left program, no show or did not attend at least 12 hours			
U 4	PE	Exit Students without 90	Students without 90 days of instructional intervention and no scheduled services are updated out of TE®			
U 4	PE	Exit Date	Last date of attendance in program year			
U 13	PE	Exit Reason	Use only if "Program Status" is "Left Program".			

Appendix K: Prior Written Consent

Adult Education and Family Literacy Act
FERPA CONSENT FORM

☐ I, a student at a postsecondary educational institution or a student age 18 years or older, consent to the release
of personally identifiable information from my education records; or

☐ I, parent or guardian of a student at a secondary educational institution under the age of 18, consent to the
release of personally identifiable information from the education records of my son/daughter.

I understand that the records to be disclosed include my social security number and other personally identifiable information from my education records. I acknowledge that the purpose of the disclosure is to assist the Iowa Department of Education in obtaining and reporting information concerning the placement and retention of students in employment as required by section 212 of the Adult Education and Family Literacy Act. I understand that the personally identifiable information will be disclosed by the educational institution to Iowa Workforce Development and the National Student Clearinghouse. This information may not be re-disclosed to others and will be destroyed as soon as all statistical analysis has been performed, or when the information is no longer needed, whichever date comes first.

_____   _____
Signature of Parent or Student   Date

_____
First and Last Name (Printed)

Appendix K: Prior Written Consent (ESPANOL)

Ley de Educación de Educación de Adultos y Familia
FORMULARIO DE CONSENTIMIENTO FERPA
Adult Education and Family Literacy Act
FERPA CONSENT FORM

Apellido_____ Nombre_____
            Nombre Impreso

c Yo, un estudiante en una institución de educación post-secundaria o estudiante de edad de mayor de 18 años, consiento para la divulgación de información personal identificable de mi expediente de educación; o

c Yo , un padre o tutor de un estudiante de una institución de educación secundaria de edad menos de 18 años, doy mi consentimiento para la divulgación de información de identificación personal de los registros educativos de mi hijo / hija.
Entiendo que los registros sean divulgados incluyen mi número de seguro social y otra información personal de mis expedientes educativos. Reconozco que el propósito de la revelación es para ayudar al Departamento de Educación de Iowa en la obtención y presentación de información sobre la ubicación y la retención de los estudiantes en el empleo como lo requiere la sección 212 de la Educación Adulta y el Ley de Alfabetización Familiar. Entiendo que la información de identificación personal será divulgada por la Institución de Educación de Iowa Workforce Development y el National Student Clearinghouse. Esta información no podrá ser divulgada a terceros y serán destruidos tan pronto como se haya realizado todos los análisis estadísticos, o cuando ya no se necesite la información, lo que ocurra primero.

_____   _____
Firma del estudiante o padre o tutor   Fecha

Appendix L: Personal Confidentiality Statement

IOWA"S ADULT EDUCATION AND LITERACY

PERSONAL CONFIDENTIALITY STATEMENT

This form must be completed by the local Adult Education and Literacy (AEL) program coordinator and any AEL staff receiving restricted or confidential data from participants in Adult Education and Family Literacy Act funded program as a result of data matches conducted for federal reporting. The data is to be used for the sole purpose of establishing and evaluating state and federal reporting on student performance measures related to gaining and retaining employment, enrolling in postsecondary education and training, and obtaining a High School Equivalency Diploma.

I, _____, am an employee of _____, which understands that in the course of my employment I may have access to confidential information from participants that will be used by the Iowa Department of Education to perform data matching as required by the Adult Education and Family Act, Title II of the *Workforce Investment Act (WIA) of 1998*. These records contain personally identifiable and directory information including social security numbers. Information will be shared with Iowa Workforce Development, the National Student Clearinghouse, and GED® data systems for the purpose of matching core measures. *No other use will be made of confidential data without a written consent by the participant on file.*

In connection with access to any confidential information furnished by the above, I acknowledge and agree to abide by the terms of the following assurances:

● I will access and use the confidential information only as necessary for the performance of my official job duties and only for the purpose(s) of carrying out the obligations as defined by the AEL reporting requirements.

● I will establish or enforce policies and procedures for safeguarding the confidentiality of such data, including but not limited to staff safeguards, physical safeguards and technical safeguards. Individuals may be civilly or criminally liable for improper disclosure.

● I will store the confidential information only on my employer's premises in an area that is physically safe from access by unauthorized persons during duty hours, as well as non-duty hours or when not in use.

● I will process the information and any records created from the information in a manner that will protect confidentiality by direct or indirect means, and in such a way that unauthorized persons cannot retrieve the information by any means.

● I will retain identifiable records only for the period of time required and will then destroy the records. (Data should not be needed once final changes are made in TE® from the last data match for each fiscal year, usually an 21 month period (for example, March 31, 2013 – December 31, 2015).

Appendix L: Personal Confidentiality Statement

- I will immediately notify the State AEL Program of *any* suspected or actual violation of confidentiality.

- I will inform the State AEL Program when I no longer need restricted access to data match information provided by participants.

- I have read the above-cited agreement and will comply with the terms, including but not limited to, the following: protecting the confidentiality of my personal access codes (e.g., username, password, etc.); securing computer equipment, memory devices and offices where confidential data may be kept; verifying that individuals requesting access to the data are authorized to receive them; and following procedures for the timely destruction of the data.

- I understand if I violate any confidentiality provisions, my access privileges may immediately be suspended or terminated.

By signing below, I acknowledge that I have read and understand the information about the confidentiality requirements for the data gathered from participants and shared with Iowa's Department of Education; Iowa Workforce Development; and the National Student Clearinghouse, and I will adhere to them. I understand the possible penalties for failure to comply.

Signature: Date:

Printed Name/
Title:

Program Name/
Address:

Telephone/Fax/Email
Address:

Please keep the original signed form on file. A copy can be uploaded onto the program's local extension plan. This should be updated annually.

Appendix M: National Reporting System for Adult Education and Literacy

National Reporting System

About the NRS

What is the NRS

The NRS is an outcome based reporting system for the state-administered federally funded Adult Education program.

What does the NRS Do?

The NRS Tracks five important outcomes for adult learners

-Educational Gain
-Enter Employment
-Retain Employment
-Obtain a Secondary Credential
-Enter Postsecondary Education

... to determine what is already **working well** for adult learners, and where we can **make improvements** to support adult learning and the adult education system.

Big Picture of the NRS

Staff at the federal, state, and local levels use **data** to inform **decision making** and to **improve** adult literacy programs

Federal Level

Develop framework and measures for the NRS

Provide training, technical assistance, materials development, quality control of state data collection efforts

Maintain a database on the performance of adult education nationally and by state

State Level

Establish policy, provide guidance, and train staff for adult education including assessments

Select, collect, and report on outcomes and secondary measures and use them for program improvement

Provide staff development and technical assistance to local programs

Ensure data is valid, reliable, and of high quality

Local Level

Collect and maintain high quality data

Develop and support MIS to collect and report data

Follow state policy for assessing students and conducting follow up

Use data for program improvement to support effective adult learning

Visit us online at www.nrsweb.org

Appendix N: Approved Distance Education Curriculum

Each distance education curricula approved for use by the Iowa Department of Education must be produced by a reputable educational publisher, be appropriate for specific adult education populations, provide accommodations for learners with disabilities, and have some research-based evidence of both reliability and validity. The following is a brief explanation of each category presented.

- *Curricula name*: The full, official name of the curricula
- *Delivery mode*: The media format (s) in which the curricula is delivered: Print, online, video, CD- ROM, or DVD
- *Proxy hour model*: The method used to assign learner proxy hours (i.e. clock-time, teacher validation, learner mastery
- *Criteria for reporting hours*: guidelines for calculating proxy hours
- *Target population*: The adult education population for whom the material is most appropriate (e.g. ABE, ASE, ESL)
- *Publisher information*: The name and contact information of the publisher or producer of the curricula
- *Description*: A brief description of the content and features

Appendix N: Distance Education Curriculum Approval Request Form

Return to:
ATTN: Alex Harris
Iowa Department of Education
400 East 14th Street
Grimes Building
Des Moines, IA 500319

Local Program Requesting Curriculum Approval	
Program:	**Date:**
Name:	
Email Address:	**Phone:**

Curriculum Information	
Curriculum Name:	
Delivery mode: (online, print, cd/dvd, etc.)	
Proxy hour model: (clock, teacher verify, or learner mastery**)**	
Criteria for reporting hours: (include criteria for teacher verify or learner mastery models**)**	
Target population: (ABE, ASE, ESL)	
Publisher information: (include both postal and electronic contact info**)**	
Description: (Briefly describe the main features of the curriculum and why you recommend it for approval. Include such features such as pre-and post-tests, prescriptive lesson assignment, feedback systems, and interface method. Use additional pages if necessary.)	

In addition to the Approval Request Form, a Standards Alignment to the College and Career Readiness Standards for the content area (Math, Reading, and/or Listening) and target population (ABE/ESL or ASE) must be submitted.

Appendix O: Approved Distance Education Curriculum

Name	i-Pathways (GED-*i*)
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	System must track time and log out students after preset period of inactivity
Target population	ABE, ASE
Content Area	Reading, Math
Standard Alignment	

☒ Reading		☐ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☐	☒	☐
	E	☐	☒	☐

☐ Reading		☒ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☒	☐	☐
	E	☒	☐	☐

Publisher information	Center for the Application of Information Technologies Western Illinois University Macomb, Illinois 61455 (309) 298-1804 http://www.cait.org
Description	The Illinois Community College Board and the Center for the Application of Information Technologies is proud to present i-Pathways. This exciting project serves as an access point for Adult Education and Family Literacy programs to expand their services to current and potential students through i-Pathways Online Instruction. The i-Pathways Project is a high quality and research-based online learning curriculum designed to prepare adult learners with the skill set needed to obtain their GED® Credential. With content ranging from Pre-GED® level to Test Preparation, the teacher facilitated curriculum provides Adult Education Programs and adult learners with a flexible learning option. The i-Pathways Project is a sustainable project with a decade long history of leadership in online learning, a solid technology infrastructure, and the inclusion of engaging and relevant curriculum which help prepare users for transitions into higher education or the workforce.

Appendix O: Approved Distance Education Curriculum

Name	**KeyTrain® and Career Ready 101**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	System must track time and log out students after preset period of inactivity
Target population	ABE, ASE
Content Area	Reading, Math
Standard Alignment	

☒ Reading		☐ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☐	☒	☐
	E	☐	☒	☐

☐ Reading		☒ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☒	☐	☐
	E	☒	☐	☐

Publisher information	ACT Workforce Curriculum 340 Frazier Avenue Chattanooga, TN 37405 Phone: (877) 842-6205 http://www.keytrain.com
Description	KeyTrain® is the complete interactive training system for the WorkKeys® basic workplace skills. KeyTrain provides a comprehensive learning system for common skills required by all jobs, based on ACT's WorkKeys® assessment system. Career Ready 101 system measures the skills required in the everyday workplace. It helps to improve America's workforce by sharpening the soft skills of students or employees. Employees are then placed in jobs where they can be more successful. This system benefits individuals, businesses and educators by providing a common language for describing basic skills needed for jobs.

Appendix O: Approved Distance Education Curriculum

Name	**My Skills Tutor**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	System must track time and log out students after preset period of inactivity
Target population	ABE, ASE,
Content Area	Reading
Standard Alignment	

☒ Reading		☒ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☒	☐	☐
	B	☒	☐	☐
	C	☒	☐	☐
ASE	D	☒	☐	☐
	E	☒	☐	☐

Publisher information	Houghton Mifflin Harcourt 9205 Southpark Center Loop Orlando, FL 32819 Phone: (800) 277-4707
Description	Pre and posttests, prescriptive lesson assignments, and feedback systems including mastery levels are all included. Content includes Pre-HSED through college entry level and upper levels of the program are being used as a bridge class for those who want to test well enough on college entrance exams to avoid placement in developmental coursework.

Name	**Khan Academy**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	Teachers and coaches can access all of their students' data.
Target population	ABE, ASE
Content Area	Math
Standard Alignment	

☐ Reading		☒ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☐	☐	☐
	E	☐	☐	☐

Publisher information	Khan Academy P.O. Box 1630 Mountain View, CA 94042 info@KhanAcademy.org.
Description	Students can start at 1 + 1 and work their way into calculus or jump right into whatever topic needs some brushing up. Each problem is randomly generated,. If students need a hint, every single problem can be broken down, step-by-step, with one click. If they need more help, they can always watch a related video.

Appendix O: Approved Distance Education Curriculum

Name	**Reading Horizons**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	System must track time and log out students after preset period of inactivity
Target population	ABE/ESL
Content Area	Reading
Standard Alignment	

☒ Reading		□ Math □ Listening		
		Tight	Partial	None
ABE/ESL	A	□	☒	□
	B	□	☒	□
	C	□	□	☒
ASE	D	□	☒	□
	E	□	☒	□

Publisher information	Reading Horizons
	60 North Cutler Drive, Suite 101
	North Salt Lake City, UT 84054
	Phone: 1-800-333-0054 (Toll-Free)
	info@readinghorizons.com
	http://www.readinghorizons.com
Description	Reading Horizons is a program for early literacy students that require students to individually practice phonics skills. As the student moves through the curriculum, examples and practice exercises are aligned to individual student needs and progress.

Name	**Edgenuity**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	System must track time and log out students after preset period of inactivity
Target population	ABE, ASE
Content Area	Math
Standard Alignment	

□ Reading		☒ Math □ Listening		
		Tight	Partial	None
ABE/ESL	A	□	□	☒
	B	□	□	☒
	C	□	☒	□
ASE	D	□	☒	□
	E	□	☒	□

Publisher information	Edgenuity, Inc.
	8860 E. Chaparral Rd
	Scottsdale AZ, 85251
	Phone (877) 202-0338
	http://www.e2020inc.com
Description	Edgenuity provides students with the opportunity to fulfill requirements for graduation through a) credit recovery of previously failed coursework, *and/or* b) Virtual Tutor preparation geared to enhance the chances of success. Opportunities are provided to students through a teacher-supervised and facilitated online delivery program.

Appendix O: Approved Distance Education Curriculum

Name	Apex Learning
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	System must track time and log out students after preset period of inactivity
Target population	ABE, ASE, ESL
Content Area	Reading, Math
Standard Alignment	

☒ Reading		☐ Math ☐ Listening		
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☐	☒	☐
	E	☐	☒	☐
☐ Reading		☒ Math ☐ Listening		
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☐	☒	☐
	E	☐	☒	☐

Publisher information	Apex Learning 1215 Fourth Ave. Suite 1500 Seattle, WA 98161 http://www.apexlearning.com
Description	Apex Learning provides semester-length and customizable courses for students working on improving basic skills, as well as those working to earn an adult diploma. Course features allow for mastery-based learning options, where students must reach a pre-determined score level (locally set at 60 to 70% depending on the course) before being allowed to move to additional course material. Information is presented to the student in chunks, rather than requiring them to scroll down the screen. Courses also have audio and video features, where the text can be read aloud for struggling readers.

Appendix O: Approved Distance Education Curriculum

Name	**Rosetta Stone**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	System must track time and log out students after preset period of inactivity
Target population	ABE/ESL
Content Area	Listening
Standard Alignment	

☐ Reading		☐ Math	☒ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☐	☐	☐
	E	☐	☐	☐

Publisher information	Rosetta Stone Ltd. 135 W. Market Street Harrisonburg, VA 22801 jmilleraikens@rosettastone.com
Description	The program is proprietary computer-assisted language learning (CALL) software published by Rosetta Stone Inc. The software uses images, text, sound, and video to teach words and grammar by spaced repetition, without translation. Rosetta Stone calls their approach Dynamic Immersion.

Appendix O: Approved Distance Education Curriculum

Name	**Weaver Instructional Systems**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	This online system tracks time and logs out students after preset period of inactivity.
Target population	ABE,/ESL, ASE
Content Area	Reading
Standard Alignment	

☒ Reading		☐ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☐	☐
	B	☒	☐	☐
	C	☐	☒	☐
ASE	D	☒	☐	☐
	E	☐	☒	☐

Publisher information	Weaver Instructional Systems for Education 6161 28th Street SE, Grand Rapids, MI 49546
Description	Each of the 14 graded levels contain 45 Comprehension, 150 Vocabulary, and 150 Supplemental Vocabulary Lessons, along with: Pretests, Instructional Lessons, Practice Lessons, Extra Practice Lessons, Mastery Quizzes and Post Tests.

Name	**Burlington English**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	This online system tracks time and logs out students after preset period of inactivity.
Target population	ABE,/ESL
Content Area	Listening
Standard Alignment	

☐ Reading		☐ Math	☒ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☒	☐	☐
	C	☒	☐	☐
ASE	D	☐	☐	☐
	E	☐	☐	☐

Publisher information	Burlington English LTD. 15 Costa Paparigopolulou Street 3106 Limassol Cyprus
Description	BurlingtonEnglish offers a unique program for English language acquisition. It combines face-to-face classroom activities with any time-anywhere access to state-of-the-art online interactive courses. With the BurlingtonEnglish SpeechTrainer®, students effectively improve their pronunciation and comprehensibility, giving them the confidence to communicate successfully in any situation.

Appendix O: Approved Distance Education Curriculum

Name	**Aztec Test Preparation Series**
Delivery mode	Online
Proxy hour model	Clock
Criteria for reporting hours	This online system tracks time and logs out students after preset period of inactivity.
Target population	ABE, ASE
Content Area	Reading, Math
Standard Alignment	

☒ Reading		☐ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☒	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☒	☐	☐
	E	☒	☐	☐

☐ Reading		☒ Math	☐ Listening	
		Tight	Partial	None
ABE/ESL	A	☐	☐	☒
	B	☐	☐	☒
	C	☐	☐	☒
ASE	D	☐	☒	☐
	E	☐	☒	☐

Publisher information	Aztec Software 51 Commerce St Springfield, NJ 07081 973.258.0011 www.aztecsoftware.com
Description	Aztec Software has completely re-envisioned the relationship between students and curriculum. Using the latest technology to build its TORO LMS™ (Learning Management System), and engaging a team of Common Core specialists to develop and test new academic content, the Aztec Test Preparation Series is uniquely qualified to meet the dynamic needs of the adult education community.

Appendix O: Approved Distance Education Curriculum

Name	E-Dynamic Learning
Delivery mode	Online
Proxy hour model	Clock; Learner Mastery
Criteria for reporting hours	Teacher can verify through the LMS as well as the student.
Target population	ASE
Content Area	Reading
Standard Alignment	

☒ Reading		☐ Math ☐ Listening		
		Tight	Partial	None
ABE/ESL	A	☐	☐	☐
	B	☐	☐	☐
	C	☐	☐	☐
ASE	D	☐	☐	☐
	E	☒	☐	☐

Publisher information	E-Dynamic Learning 101-1865 Dilworth Drive Suite #510 Kelowna, BC VIY 9TI Canada scott@edynamiclearning.com
Description	Designed to be semester in length with an equivalency of 1 high school credit. It is divided into 12 units with a mid-term and final-term assessments as well as a unit quiz. Throughout a unit, there are lessons, interactive web journeys, reflection, project assignments, and threaded forum-based discussion. Also, all lessons content is professionally narrated and available to play along side of a lesson or be downloaded to listen offline.

Appendix O: Approved Distance Education Curriculum

Name	**Essential Education/HiSET Academy**
Delivery mode	Online and Print
Proxy hour model	Clock
Criteria for reporting hours	This online system tracks time and logs out students after preset period of inactivity.
Target population	ABE, ASE
Content Area	Reading, Math
Standard Alignment	

☒ Reading		☐ Math ☐ Listening		
		Tight	Partial	None
ABE/ESL	A	☐	☐	☐
	B	☐	☒	☐
	C	☐	☒	☐
ASE	D	☒	☐	☐
	E	☒	☐	☐

☐ Reading		☒ Math ☐ Listening		
		Tight	Partial	None
ABE/ESL	A	☐	☐	☒
	B	☐	☒	☒
	C	☐	☒	☒
ASE	D	☒	☐	☐
	E	☒	☐	☐

Publisher information	Essential Education 895 NW Grant Avenue Corvallis, OR 97330 Dan Griffith 828.228.5450 dan@essentialed.com
Description	HiSET Academy is an online, adaptive learning program which includes practice assessments, instructional lessons in an interactive learning environment. A comprehensive management system with diagnostics and a print component to enrich learning is included. The company provides teacher training and an Implementation Guide.

Appendix P: Approved Iowa Benchmarks PY 2016

MEASURE	2013-14 National Average	Actual 2013-14 PERFORMANCE	2014-15 TARGET	2015-16 TARGET
ABE Beginning Literacy	44%	31%	34%	37%
ABE Beginning	46%	36%	33%	38%
ABE Low Intermediate	45%	42%	35%	45%
ABE High Intermediate	37%	33%	26%	35%
ASE Low	40%	52%	35%	55%
ESL Beginning Literacy	50%	45%	38%	47%
ESL Low Beginning	55%	52%	47%	53%
ESL High Beginning	54%	46%	42%	49%
ESL Low Intermediate	48%	37%	37%	39%
ESL High Intermediate	43%	35%	32%	38%
ESL Advanced	25%	20%	20%	22%
Subtotal on EFLs & SPLs				
HS Diploma/GED	73%	99%	75%	92%
Entered Postsecondary Ed / Training	30%	54%	50%	65%
Entered Employment	41%	40%	50%	50%
Retained Employment	61%	41%	68%	63%

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